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ABSTRACT

The interim report for FY 1974 is the first program evaluation, conducted midway through the first year of operation, of the secondary level Experience-Based Career Education Program at Far West School (FWS). A brief introduction surveys the FWS program and discusses the organization of the report. Section 2, descriptions of data collection instruments and procedures, discusses instrument development and administration and data processing. Section 3, student recruitment and selection, summarizes and analyzes past recruitment policies and discusses recruitment plans. Section 4, student samples, discusses the composition of the FWS student group and the comparison and control groups and their respective demographic characteristics and standardized test results. Section 5, mid-year data, analyzes the results of the student opinion questionnaire, the parent opinion questionnaire, the resource opinion questionnaire, the student attitude scale, and interviews. Section 6, program development data, discusses instrumentation, student learning programs, resource development and use, student diagnosis, and student orientation. Section 7, student use and staff perception of the program discusses the differential use of resources and the staff program questionnaire. Section 8 summarizes the report's major findings, generally concluding that the program was positively received by students and parents. Survey instruments and results are appended. (JR)

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INTERIM EVALUATION REPORT

FY 74

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INTERIM EVALUATION REPORT
FY 74

EXPERIENCE-BASED CAREER EDUCATION

Far West Laboratory for
Educational Research and Development

15 March 1974

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LIST OF ABBREVIATIONS

Identification of Student Samples

Group A	Returning students from 1972-73
Group B	Students who entered in fall, 1973, selected in spring, 1973
Group C	Experimental Group who entered in fall, 1973, selected in summer, 1973
Group O	Students who entered in fall, 1973, representing unusual administrative cases
Group OBC	All fall, 1973, entrants (Group O, Group B, and Group C combined)
Group W	Entire FWS student population
Group D	Applicants to FWS from Oakland public high schools eligible for FWS but randomly selected for the Control Group for FWS Experimental Group C
Group E	Students in Oakland public high schools randomly selected and representative of the total high school population
Group F	Students in the federally-funded Career Cluster Program at McClymonds High School (an Oakland public high school)

Published Tests

CMI	Career Maturity Inventory (Crites, John O., Career Maturity Inventory. Monterey, California: CTB/McGraw-Hill, 1973)
DAP	Developed Abilities Profile (Palo Alto, California: American Institutes for Research, 1973)
ITED	Iowa Tests of Educational Development (Chicago, Illinois: Science Research Associates, Inc., 1960)
PLAN	Program for Learning in Accordance with Needs (Palo Alto, California: American Institutes for Research, 1973)
POI	Personal Orientation Inventory (San Diego, California: Educational Testing Service, 1966)

Other Abbreviations Used in Text

CCP	Career Cluster Program
CR	Community Resource
DCC	Design Control Committee
EBCE	Experience-Based Career Education
FWS	Far West School
FWL	Far West Laboratory for Educational Research and Development
HFR	Human Factors Research, Inc.
LC	Learning Coordinator
OPS	Oakland Public Schools
RO	Resource Organization
ROOS	Resource Organization Observation Schedule
RP	Resource Person
SAR	Student Activity Report

SECTION 1: INTRODUCTION

This interim report is the first presentation of data and discussion on the effects of the 1973-74 Experience-Based Career Education Program at Far West School. The data on effects had to be collected at a time when most students were only halfway through a first year in the program. Thus, virtually all of the information presented in the report represents opinions and perceptions of the program and its likely effects reported by parents, students, and the adults with whom the students had contacts in the course of their school program.

The report presents in some detail their answers to the following general question: Now that the first semester of the preliminary form of FWL-EBCE has been completed, what do you think about the various components of the school program? How do you feel about school and learning in general? How do you view the issues related to careers and jobs? What effects do you think participation in the program has had? These questions have been approached from the three perspectives of students, parents, and involved adults; they have also been approached using a number of different devices and procedures.

As the name "Interim Evaluation" implies, the evaluative information reported here represents only a first milestone in the total evaluation effort for the year. The data collection plans may be represented schematically as follows:

Recruitment, Selection, and Entrance Data	Opinion and Self-report Effects Data	Opinion, Cognitive and Specific Effects Data
Summer and Fall 1973	January, 1974 (Interim Report)	June, 1974 (Final Report)

Student experimental, control, and comparison groups have been defined, and data were collected to permit conclusions to be reached with as much confidence as possible within the context of an operating school program. In the final report, some data will be analyzed using pre-post comparisons, post only with random groups, and post only with non-random groups using statistical controls. For this interim report, where only limited amounts of data could be collected and analyzed, the conclusions must be reached somewhat tentatively. Where appropriate, statistical tests of randomly assigned experimental and control group differences have been made; but additional conclusions or interpretations have been presented, since some decisions have to be made even though the information is not as adequate as might be desired.

This report is prepared principally for the staff of the National Institute of Education (NIE). Since the program is still being revised and modified prior to the 1974-75 field test, however, the information collected for this report has been and will continue to be used by the program staff for school program improvement.

The next part of this Introduction is devoted to a brief overview of the FWL-EBCE model, principally as a means of providing a common frame of reference for understanding the terms used in the report, and the rationale for the organization of this first milestone in the evaluation effort.

FWL-EBCE OVERVIEW

The Far West EBCE prototype, in its second year of development, will be stabilized and ready for performance testing at the end of FY 74. It is a voluntary alternative program of comprehensive, individualized learning, focusing on direct experience in a variety of community settings, to prepare high school students to enter and function successfully in the adult world.

While focusing on the knowledge and skills a person needs to choose, enter, and advance and find satisfaction in a career, EBCE also provides the essentials of a secondary education by allowing students to pursue traditional academic subjects and develop basic skills through experiential learning--applying concepts and solving real problems in a functional context.

More specifically, a planned, integrated, and cumulative series of experiences, in a wide variety of life and work settings, is designed to provide each student with:

1. self-knowledge--realistic aspirations based on accurate appraisals of his or her interests, needs, values, and goals;
2. a broad understanding of the world of work--first-hand information about its obligations, rewards, shortcomings, and requirements;
3. fundamental coping skills--academic, interpersonal, problem-solving, and decision-making--necessary for functioning effectively as a social being in the modern world.

Upon graduation, students receive accredited diplomas through the Oakland Public Schools (OPS), and should have the knowledge and skills necessary to enter college, training programs, or seek employment.

The program relies on the active participation of the entire community--local schools and agencies, working individuals, parents, and employer organizations.

Its learning resources are categorized as follows:

Resource Person. An adult in a work setting who volunteers to share his occupational know-how, seasoned knowledge and skills, his interests and perhaps his hobbies with a student in a one-to-one relationship. These relationships can vary from a single day's exploration to weeks or months of intensive involvement. A Resource Person may be a machinist, a lawyer, a journalist, a printer, a bookstore owner, a business executive, a city manager, director of a day-care center, a furniture salesman, or a carpenter.

Resource Organization. Employer organizations who make their facilities and staff available to groups of students for series of pre-planned learning activities. These are designed to acquaint students with the nature and functions of an entire organization, the interrelationship of jobs and tasks, and provide them with a variety of hands-on experience.

Community Resource. Those places, agencies, and facilities available to the public, such as museums, courts, city hall, etc., that provide additional learning experiences to broaden a student's understanding and perspective of the community at large.

These resources are assembled around career or subject areas in course-like groupings, called Packages. The package framework serves to stimulate, focus and facilitate the planning of individual projects.

Students work on specific projects that they plan with one of the three Learning Coordinators at the school site in a downtown Oakland office building. Each Learning Coordinator acts as a combination instructor/counselor who decides with the student what type and amount of credit can be obtained through successful completion of a project. Students may pursue activities at each of three levels:

Orientation. One to three half-days to acquaint students with a Resource Person, his/her career, and work in a given organization. Activities include guided tours, question-and-answer sessions, or meetings with staff who are carrying out their daily work.

Exploration. Five to ten half-days to permit students to study in greater detail an occupation, an issue, or a subject. Students produce for the school some tangible results such as a research report, an oral description of an occupation or profession, or a photographic essay.

Investigation. Ten to forty half-days (or more) to include on-site training or more intensive personal involvement in performing productive tasks and assignments, plus thorough study of related materials.

To fill the gap between career explorations and the need to complete high school graduation requirements, the Far West School offers tutoring as needed. Experienced tutors provide supplementary help in writing skills, reading comprehension, spelling, basic math, algebra, geometry, and trigonometry. Tutorial sessions are offered to both individuals and small groups. In these sessions students use programmed texts and audio-tutorial materials, as well as receiving direct teaching help. To the extent possible, work on basic skills is integrated with project activities.

At the time of enrollment, all students are evaluated through grade-placement tests, examination of transcripts, and judgment of student ability by Learning Coordinators. During the year, further evaluation of student products and self-determination of student needs may lead to scheduling of more (or less) tutoring assistance.

ORGANIZATION OF REPORT

The next section of the report describes the instruments and procedures planned for use during the year to obtain information on the assessment and interpretation of program effects.

Section 3 describes the student recruitment and selection procedures used to create the FWS student body for the 1973-74 school year. It gives the history of the recruitment starting with the 1972-73 year, the considerations that led to the procedures used at various times, and an accounting of the numbers of students involved at the several stages of recruitment and selection. A detailed description of the student body as constituted in the first semester of the 1973-74 year is presented in Section 4. For this Interim Report, much of the information is simply descriptive. The relevance and meaning of much of this information, as it relates to the EBCE experience, will be explored and discussed more fully in the final report.

Data in Section 5 summarizes the program effects as presently seen by students, parents and other adults. As noted above, these data are largely opinion and self-reports. Every effort has been made to obtain the information in an objective fashion. An external sub-contractor was used as appropriate to collect and analyze interview data.

Section 6 reports information on the extent to which the major components of the program were implemented as planned and presents recommendations for modification. Section 7 reports the results of an analysis of staff attitudes toward certain educational practices as well as staff perceptions of those practices at Far West School.

Summaries of findings and recommendations are presented in appropriate sections throughout the report.

SECTION 2: DESCRIPTIONS OF DATA COLLECTION INSTRUMENTS AND PROCEDURES

The selection and development of evaluation instruments for Far West School has been previously described in the FY74 Operating Plan, Internal Summative Evaluation Plan FY74, FY74 Formative Evaluation Plan, and the 1973-1974 Data Analysis Plan. These documents also discuss plans for the use of the evaluation instruments in conjunction with other kinds of information about the Far West School's characteristics and activities. This section describes how the evaluation plans and designs were executed. A summary of procedures for achieving the numerous objectives of interim evaluation will also be included.

PURPOSES AND CONTENT OF INSTRUMENTS

In all, 15 instruments were employed. Seven EBCE evaluation instruments focus on the concerns, activities, and attitudes specific to the FWS program. Therefore, the data they yield relate only to FWS students or former students. Of these instruments, four were developed as a cooperative effort of the four EBCE evaluation teams for administration to EBCE students at each site. The remaining three were prepared by the Laboratory evaluation team as interview schedules to guide the consultant interviewers in collecting opinions and views of students, parents, and Resource Persons.

Eight additional instruments have been included here. They do not pertain to a specific audience, but provide information about characteristics, abilities and attitudes of people other than those in EBCE with the exception of one instrument for staff assessment of school characteristics; they are intended for the assessment of objectives appropriate to maturing high-school-age youth. Four of the instruments were developed by non-EBCE authors. Three of these are of the "standardized" type with norms provided by the publisher*; the fourth is an experimental survey of attitudes toward tests; the Laboratory shortened this survey from 50 to 28 items. All offer scores and scales that appear meaningful for EBCE outcome evaluation. The remaining four instruments were prepared by the FWS evaluation team to meet the special assessment needs of this program.

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*Two were agreed on in an early meeting of the four EBCE project staffs with the NIE program evaluator: the Career Maturity Inventory and the Personal Orientation Inventory. The Iowa Tests of Educational Development were chosen because they are routinely administered to all Oakland Public Schools twelfth-grade students; it therefore would be possible to secure achievement data not otherwise available for control and comparison groups.

Tables 2-1 and 2-2 present the major characteristics of these instruments: name, number, and type of items, time to administer, and content.

In the choice of standardized tests or inventories, attention was given to the evidence of reliability presented in the available test manuals. The schedule and resources available for this evaluation prevented obtaining the reliability of the test scores collected in this study. The reliability data presented in the manuals did not include the publisher's sample standard deviations, so it was not possible to arrive at reliability estimates for the FWS samples from this source. Therefore, no reliability estimates are presented here, but it seems evident that the various tests are sufficiently reliable to be useful in group evaluations.

The time limitations also made it impossible to collect sufficient data to estimate the reliabilities of the separate opinion questionnaire items, or to test the adequacy of the opinion scores, where these were used (Attitudes Towards Tests). It is evident that some of the individual opinion items were not sufficiently reliable for the purpose of FWS evaluations; this factor has been taken into consideration where appropriate, in the interpretation of the data.

All instruments developed in final form except the published ones [Career Maturity Inventory (CMI), the Personal Orientation Inventory (POI), and the Iowa Tests of Educational Development (ITED)], are presented in Appendix A of this report. Table 2-3 shows the instruments used so far this school year and, in nearly all cases, to be used in the final collection period in May, 1974. POI scores may be analyzed later in exploring student-program interaction effects. Five instruments were designed so that scores can be assigned to the student completing them.

TABLE 2-1

SUMMATIVE INSTRUMENT CHARACTERISTICS

Instruments	Objective Format Items	Free Response Items	Estimated Time	Content and Scores
I. EBCE Program Specific				
A. Common-site Questionnaires				
1. Student Background Summary	18	4	10	Vital statistics and demographic variables. One- and five-year plans. Occupational and educational status of parents.
2. Student Opinion Questionnaire	51	1	10	Perceptions of EBCE program. Perceptions of students (from self, parents, and Resource Persons) in relation to the program. Perceptions of the world of work.
3. Parent Opinion Questionnaire	33	6	15	
4. Resource Questionnaire	27	16	15	
B. Interview Schedules				
5. End-of-Semester Student Interview	0	50	45	Perceptions of EBCE program. Perceptions of students (from self, parents, and Resource Persons) in relation to the program. Perceptions of the world of work.
6. End-of-Semester Parent Interview	0	11	20	
7. End-of-Semester Resource Interview	0	16	10	

TABLE 2-1 *(continued)*

Instruments	Objective Format Items	Free Response Items	Estimated Time	Content and Scores
II. General and Multi-Purposes				
A. Standardized Tests				
8. Career Maturity Inventory Part 2, Competences:	100	0	40	Preliminary percentile norms are given for each grade but are based on a mean N of 260 across the three grades and five sub-tests (all from one school).
1. Knowing Yourself	20			Self-Appraisal
2. Knowing About Jobs	20			Occupational Information
3. Choosing a Job	20			Goal Selection
4. Looking Ahead	20			Planning
5. What Should They Do?	20			Problem-Solving
9. Personal Orientation Inventory	148	0	40	See Table 2-2.
10. Iowa Tests of Educational Development	165	0	120	Standardized tests in Language, Mathematics, and Reading. Grade placements and percentile for Grades 10-12 are provided to interpret levels of basic skills achievement.
1. Correct Expression	79		40	
2. Quantitative Thinking	33		40	
3. Interpret Readings in Social Studies	53		40	
11. Attitudes Toward Tests	28	0	5	One score. Validities of various tests; testing effects on feelings; help to teachers and counselors.

TABLE 2-1 *(continued)*

Instruments	Objective Format Items	Free Response Items	Estimated Time	Content and Scores
B. Internally Developed				
12. Job-Related Terms	30		10	Under development.
13. Job-Related Attitudes	56		20	Attitudes on business management practices, worker and work-related conditions, and large-versus small-business comparisons.
14. Attitudes Toward Learning	9	12	20	Open-ended and completion questions about interests and preferences with respect to teaching and learning styles, coping behavior, and school-related practices.
15. Ideal/Actual School Characteristics Scales	62		20	Ratings of 31 educational-orientation statements of the Postman-Weingartner analysis on actual and ideal dimensions.

TABLE 2-2

SCALES OF THE PERSONAL ORIENTATION INVENTORY

Scale Name	Number of Items	Publisher's Description
Self-Actualizing Value	26	Measures affirmation of a primary value of self-actualizing people
Existentiality	32	Measures ability to react situationally or existentially without rigid adherence to principles
Feeling Reactivity	23	Measures sensitivity of responsiveness to one's own needs and feelings
Spontaneity	18	Measures freedom to react spontaneously or to be oneself
Self-Regard	16	Measures affirmation of self because of worth or strength
Self-Acceptance	26	Measures affirmation or acceptance of self in spite of weaknesses or deficiencies
Nature of Man	16	Measures degree of the constructive view of the nature of man, masculinity, femininity
Synergy	9	Measures ability to be synergistic, to transcend dichotomies
Acceptance of Aggression	25	Measures ability to accept one's natural aggressiveness as opposed to defensiveness, denial, and repression of aggression
Capacity for Intimate Contact	28	Measures ability to develop contactful intimate relationships with other human beings, unencumbered by expectations and obligations

TABLE 2-3

SUMMATIVE DATA COLLECTION SCHEDULE, FY74

Instrument	Early Collection		Mid-Year Collection		Final Collection	
	Dates	Groups*	Dates	Groups*	Dates	Groups*
1. Student Background Summary	9/73		1/74			
2. Student Opinion Questionnaire			1/74	W	5/74	W
3. Parent Opinion Questionnaire			2/74	W Parents	5/74	W Parents
4. Resource Questionnaire			2/74	RP	2/74	RPs
5. End-of-Semester Student Interview			1/74	W	5/75	W
6. End-of-Semester Parent Interview			2/74	W Parents	5/74	W Parents
7. Resource Interview			2/74	RPs	5/74	
8. Career Maturity Inventory	9/73	W, D			5/74	W, D
9. Personal Orientation Inventory	9/73	W, D				
10. Iowa Tests of Educational Development	11/73	W, D			5/74	W, D
11. Attitudes Toward Tests			1/74	W, E, F	5/74	W, D, E, F
12. Job-Related Terms	9/73; 12/73	W, D			5/74	W, D, E, F
13. Job-Related Attitudes	9/73; 12/73	W, D	1/74 - 2/74	W, D, E, F	5/74	W, D, E, F
14. Attitudes Toward Learning			1/74 - 2/74	W, D, E, F	5/74	W, D, E, F
15. Ideal/Actual School Characteristics Scale			2/74	Staff		

*W=Total Far West School population including Groups A, O, B, C; D=Control Group for Group C; E=Oakland high school comparison group; F=A comparison group from the Career Cluster Program at McClymonds High School. (See Section 4 for a definition of these groups.)

INSTRUMENT DEVELOPMENT

Tests and Scales. The student learning environment of the Far West School is quite unlike that found elsewhere. Existing tests are generally based on assumptions about teachers, courses, classrooms, and textbooks which are not valid at FWS. After staff inspection of published tests the decision was made to look elsewhere for evaluative material more appropriate to FWS objectives. The staff turned to direct sources such as secondary texts, curriculum guides, and discussion of issues, using the reference library of the Laboratory, and inspecting a large collection of sample tests and test manuals.

The Attitudes Toward Tests instrument was located through this search. Communication with the author, Dr. Claude Cunningham, strengthened the staff's conviction that the information which it could provide might be useful. The decision to remove 23 of the 50 original items was also supported by the author.

The Attitudes Toward Learning instrument was designed by the staff after failure to locate an instrument suitable for use with the learning program at FWS.

The matching of instruments used in the 1972-1973 program to the revised objectives of the 1973-1974 plan revealed need for added assessment of student knowledge of and attitudes toward the economic sector. Interviews which had been recorded with students in the 1972-1973 program gave information on student-held beliefs and opinions on economic issues. These student opinions plus additional staff-generated attitudinal statements were used to develop the 56 statements selected to form the Job-Related Attitudes Survey.

The Job-Related-Terms test was designed to provide a test of generalized job knowledge. It was generated from reviews of texts in secondary business education and a curriculum guide in economics and government for Grade 12. It consists of 30 definitions that are to be matched with appropriate terms. The time of preparation of the Job-Related Terms instrument was so close to the early data-collection period that pilot testing of this instrument was not possible prior to its administration to FWS and comparison-group students. The distribution of scores by FWS students at time of entry in September, 1973, indicated that the test was too easy for the students. Out of a possible total raw score of 30, 27 of 49 students (55%) were above the raw score of 24 and 13 of 49 (27%) scored above 27. The development of a revised version is now underway. It will be administered at the time of final data collection. In December, the two job-related tests, the Attitudes Toward Learning test, and the Attitudes Toward Tests instrument were pilot tested (N=33) on three classes in a continuation high school in OPS (Dewey High School). Students in the school are largely job oriented. Like many FWS students, they seek goals different from those of traditional high school programs; consequently they seemed an appropriate sample for pilot testing. As a result of the pilot testing, revisions were made in three items on the Attitudes Toward Learning test to clarify the response format. No difficulties occurred with any of the other three instruments.

The "Ideal" and "Actual" rating scales are staff developed instruments adapted from Postman and Weingartner (see Section 7, below). They measure staff attitudes and perceptions regarding certain school practices.

Other learning dimensions were considered for measurement, such as differential learning styles and planning skills, and techniques for evaluation of them were discussed. However, the staff realized that there would be major demands on the students stemming from the assessment needs of the program. It was decided that the upper limit to the number of instruments that could be given to students with meaningful results had been reached; the staff, therefore, refrained from adding any additional testing.

Interview Schedules. Students, their parents, and Resource Persons were interviewed by an external team as a part of the mid-year collection of data on student outcomes. The structure and content of each of the three interviews were developed by the evaluation staff with assistance from members of the Development and Operations staff.

Copies of all interview schedules are located in Appendix A.

The Student Interview was a comprehensive inquiry into four areas:

1. the student's attitudes toward all facets of the Far West School program,
2. the student's perception of the effect the program has had on him or her,
3. a description of the program activities in which the student is engaged,
4. the student's current state of career and educational planning.

The Parent Interview was designed to obtain information on parents' perceptions of the EBCE program. The interview was conducted by telephone using a sample of FWS parents.

Resource Persons (RPs) who had actively participated with students were interviewed by telephone. The Resource Person interview was designed to:

1. supplement information gained on the Resource Questionnaire (see Table 2-1),
2. increase the rate of return of the Resource Questionnaire, and
3. increase program contact with the Resource Person. Since a number of students were working with RPs located by students themselves, the interviewer served to initiate the formal RP development process.

ADMINISTRATION OF INSTRUMENTS

Tests and Scales. Facilities at FWS are adequate for testing 30 students at one time. It was necessary to arrange for multiple sessions at both early and mid-year collection periods. Comparison and control groups were tested separately, and usually in small groups.

Plans to collect information from control and comparison groups at their local OPS school sites were abandoned after the attempt with control-group students revealed major difficulties (e.g., lack of space for group testing). As an alternative, students came to FWS on Saturday or after school on school days. Small stipends were offered as an incentive to control and comparison group participants.

Follow-up on absentees was necessary with all groups. Several make-up sessions were conducted. At the end of the testing, a few individuals were individually tested in the Laboratory's offices. Either one or two members of the evaluation team conducted all summative testing. Standard instructions were developed, written, and presented to each test group.

FWS was fortunate to have the support of the administrative staff of OPS. Every effort was made to keep the OPS Research Department, the personnel Record Section, the high school principals, and others who gave assistance in various ways informed at all times and to secure advance approval on all activities. Getting scores on the achievement tests, the subject-matter grades for two semesters, and current addresses for some 175 students in six different high schools proved to be a demanding task. The assignment of an OPS Liaison Officer to FWS materially improved these efforts.

Interview Schedules. Student interviews, parent telephone interviews, and Resource Person telephone interviews were conducted by an external agency* that provided professional interviewers. The sessions with FWS students took about 45 minutes. Items that were EBCE-specific were omitted from the control student sessions, which took about 30 minutes. Both were conducted at FWS in an area especially arranged for the purpose.

DATA PROCESSING

Two skilled scorers were employed to score and record the objective data on the various instruments. The evaluation staff planned, collected, coded, and recorded the demographic data. Accuracy checks were made to assure that data were scored and entered on data sheets correctly. One or two staff members supervised or performed all such activities. The staff developed scoring techniques and codes for recording the constructed response items that occur in several of the instruments.

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*Human Factors Research, Inc., of Santa Barbara and Van Nuys, was awarded a subcontract to conduct student, parent, and resource interviews and to process the interview data.

SECTION 3: STUDENT RECRUITMENT AND SELECTION

HISTORY OF RECRUITMENT AND SELECTION

During the first three semesters of this program's evolution, four recruitment efforts were undertaken to attract students to Far West School. Several different strategies have been used during these campaigns: high school counselor referrals, student referrals, and media advertising. The campaigns have not been aimed at recruiting a large number of students--the 23 students selected in the summer of 1973 are the largest number to be selected at one time. Table 3-1 provides recruitment data on FWS.

TABLE 3-1

SUMMARY OF PAST FWS RECRUITMENT

School Semester	Recruitment Method	Number of Applicants	Number of New Students*
Fall 1972	Presentation at Oakland high schools; high school counselor referrals	82	15
Spring 1973	Media campaign and student referrals	54	17
Fall 1973-I	Media campaign and student referrals	75	23
Fall 1973-II	Media campaign and student referrals	60	23
TOTAL HISTORY	Counselor and student referrals and media campaigns	271	78

Recruitment and Selection for Fall, 1972

In September, 1972, a recruitment program through the Oakland Public Schools produced 82 applicants; of these students, 15 were selected for fall, 1972 admission. EBCE staff were especially concerned with having students who would be accepted by employers for on-site learning, fearing that initial failures could irreparably harm long-term chances of success. The applicants for fall, 1972 enrollment therefore were screened in order to eliminate students with severe disabilities in communication skills, motivation, or initiative.

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*This represents students actually enrolled; the number selected is usually slightly higher.

Students were selected through interviews and writing samples as having "adequate" skills in oral and written communications, as well as "adequate" motivation and initiative. Selection was based on the pooled judgments of two staff members who had worked directly with twelve "representative" students hired as hourly-wage employees during the summer of 1972. The summer "pre-pilot" project prepared resources and curriculum for the coming school year and exposed FWS staff to the kinds of problems they would face with full-time students in the fall.

Recruitment and Selection for Spring, 1973

For the spring, 1973 semester, additional students were recruited through the public media and personal referrals of enrolled students. From this effort, 54 students applied and 17 were selected for enrollment. Again, as in the fall, selection was made on the basis of interviews and writing samples. The 13 students continuing from the first semester brought the total enrollment to 30 for spring, 1973. Early recruitment had favored mature students; only two sophomore students had been admitted. The majority of applicants to the program had been males, and such a majority continued to exist in the spring student body. Table 3-2 presents the distribution of students by grade level and sex.

TABLE 3-2

GRADE LEVEL AND SEX OF FWS STUDENTS,
SPRING SEMESTER, 1973

Grade Level	M	F
10	1	1
11	10	7
12	8	3
Total	19	11

Recruitment and Selection During Spring, 1973

Recruitment for fall, 1973 was conducted in two separate efforts. The recruitment of students started in March, 1973. As in the previous fall, the staff wanted to balance the student population being enrolled for the next semester. Since a majority of the students expected to return were male, and since most of those would be seniors, an emphasis was placed on recruiting qualified younger students, especially females. Though the EBCE model was still in its early development phase, staff felt a need to screen prospective students to generate diversity and to avoid those who might overtax existing resources because of being failure-prone or likely to cause disruption. The campaign had dual foci: (a) referrals by current students, and (b) public communications and media. FWS students were encouraged to invite their friends to school information sessions. Radio and TV spots were placed and posters set up in public buildings. Most applications came from student referrals. This effort was truncated in May, 1973, upon receipt of NIE guidelines for a more rigorous experimental design for 1973-74. Seventy-five applications were received during the two months' effort and 26 students had already been notified of selection before the curtailment. The criteria for selection of these 26 were two: (a) strong learning motivation, and (b) noticeable personal initiative (i.e., the ability to organize and direct one's activities). These two qualities were deemed essential for students in the individualized, experience-based program--especially during the current, formative phase.

Recruitment and Selection During Summer, 1973

In its guidelines for experimental design for the 1973-74 year, NIE established the requirement for an "experimental" group of new students with a matching "control" group, both randomly selected from program applicants. After study of these guidelines, Far West Laboratory developed a methodology for selection of students and control group members (see Internal Summative Evaluation Plan FY 74) and initiated a second recruitment effort for the fall. This campaign began in June, 1973, and continued through August. The primary vehicle for this campaign was the communications media, since regular school was not in session and student referrals had been taken in the spring. Unselected applicants remaining from the earlier campaign were recontacted and queried about their current interest, and in this manner 15 student referrals were brought back into the pool of prospective students. Sixty new applications were obtained during the summer.

Thirty-nine of the 60 applicants were judged eligible for the program after checking grade level, place of residence, and age. An applicant pool of 54 was formed by the combination of the 15 spring "standbys" with the 39 eligible applicants gathered during the summer. These applicants were contacted and asked to complete the Career Maturity Inventory and the Personal Orientation Inventory (total time: three hours). Care was taken to explain that these tests had an important role in the evaluation of EBCE but they would not be used for any decisions in the selection process. Forty-one of the applicants completed these assessments and were designated as the group from which selection into experimental and control groups would be made.

The plan for random selection of experimental and control groups (Internal Summative Evaluation Plan FY 74, p. 25) required 52 applicants for the stratified random process; this number was not attained. Though the Summative Evaluation Plan called for stratification on three variables (high school, grade, and sex) before random selection, it was decided to stratify the sample on two variables only (high school and grade) because further stratification would have resulted in several empty cells in the schema and many cases of non-comparability between experimental and control groups.

Table 3-3 presents the stratification diagram and quotas obtained for each cell from data on the distribution of Oakland public high-school students.

TABLE 3-3

COMPARISON OF QUOTAS FOR EXPERIMENTAL AND CONTROL GROUPS WITH THE APPLICANT POOL

		Grade Level		
		10	11	12
High schools with more than 60% Black	Selection Quota	8	6	6
	Number of Applicants	6	5	8
High school with less than 60% Black	Selection Quota	8	8	6
	Number of Applicants	9	8	5
Total	Selection Quota	16	14	12
	Number of Applicants	15	13	13

It also presents the profile of the applicant pool when separated into the same cells. In Table 3-3 certain cells have an excess of applicants when compared with the OPS distribution; others have a deficiency of applicants. In other words, the group of applicants was not completely representative of ethnic groupings of the OPS. Contingencies for such occurrences had been developed in the actual random selection procedure. That procedure produced experimental and control groups of 19 members each with the remaining three students designated as "Excess." (One additional student was admitted for special reasons.) These students were accepted into the program and tagged as potential replacements should any drop in enrollment occur.

The two recruitments resulted in the selection of 49 new students for the fall semester. Forty-six of these students enrolled, bringing the total enrollment in the fall to 61.

Attrition

Attrition during the fall semester has reduced enrollment from 61 to 55 as of January 25, 1974. The six students who left FWS during the semester included three who left to return to regular school during the orientation period ending October 5, one who returned to his high school on October 10, one who moved to another city in November, and one who decided to seek full-time employment and left school on January 7, 1974. The three students who left during orientation expressed a preference for their regular school. The student who left a few days after orientation stated that the possibility that letter grades would not be awarded jeopardized his eligibility for continued financial aid through the Veterans' Administration; later information he furnished in January, 1974, cited another reason for returning to his regular high school: "an incident with another student concerning drugs." The decisions to leave FWS made by the other two students were related to family problems.

SUMMARY AND ANALYSIS OF PAST RECRUITMENT

The past efforts at recruiting students into FWS provided information that, when analyzed, should guide the program toward more effective and efficient future recruitment. Two primary questions that should be answered are:

1. How effective has FWS been at enrolling a population representative of Oakland high school students?
2. What has been the relative cost-effectiveness of various advertising/recruiting strategies?

The answers to these (and other) questions have been used to develop a plan for recruitment for the next year.

The first question can be perceived in another light: How effective has FWS been in attracting minority group students? Table 3-4 presents the distribution of entering students by ethnic group for each semester.

TABLE 3-4

ETHNIC DISTRIBUTION OF NEW STUDENTS BY SEMESTER

School Semester	Asian		Black		Chicano		White		Total	
	N	%	N	%	N	%	N	%	N	%
Fall, 1972	2	13	1	7	4	27	8	53	15	100
Spring, 1973	0	0	6	35	4	24	7	41	17	100
Fall, 1973-I	0	0	7	30	3	13	13	57	23	100
Fall, 1973-II	0	0	11	48	3	13	9	39	23	100
Total History	2	3	25	32	14	18	37	47	78	100

According to the "Report on School, Region, and District Racial Ethnic Composition of Schools,"* the percentage composition of Oakland high schools is: Asian/American--8%, Black--63%, Chicano--8%, White--22%.

It is apparent that FWS has not attracted a proportional number of Blacks. There are several reasons that can be offered for this discrepancy:

1. The program was relatively unknown in the Oakland Black community until the summer of 1973.

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*Oakland Public Schools, October, 1972.

2. The program had a temporal image, that is, a somewhat uncertain funding future that accentuated the risk accompanying entry into experimental programs.
3. McClymonds High School, a nearly all-Black public high school in West Oakland, has a strong career-education program of its own. Almost no students from that high school apply to FWS.

Acceptance of an experimental educational program by the middle-class Black community is not immediate; it must be earned by the demonstration of value and stability over a period of time. There is a reticence among middle-class Black families to allow their children to enter an experimental program. Enrollment in such a program presents some attendant risk to the continuity of the students' education, and this risk is often viewed as unacceptable. To Black members at lower economic levels, experimental programs are commonly viewed as ways to use their children as "research subjects."

The existence of the Career Cluster Program at McClymonds High School and other innovative programs within the OPS system makes it unlikely that FWS will ever obtain precisely the proportion of minority applicants representative of enrollment in OPS. Asian-American representation is low, whereas Chicano enrollment in FWS has always been above the representative proportion. The total minority enrollment at FWS is currently 27 of 55.

It is clear that future recruitment must be designed to attract a proportional number of students among various ethnic origins.

To determine the effectiveness of differing recruitment strategies, the application forms for 196 students judged eligible* for FWS (whether enrolled or not) were processed to determine the sources of information about EBCE they listed. The question to be answered was: "Which of the recruitment procedures were reported by students to have caused them to apply?" Table 3-5 presents a summary of sources of information listed by students.

Table 3-5 shows that word-of-mouth is very much the chief means of recruitment reported. If it is true that the "School" source is by word-of-mouth, as

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*A total of 271 applications had been received, but only 196 met administrative criteria for eligibility.

TABLE 3-5

STUDENT-REPORTED SOURCES OF INFORMATION LEADING TO AN APPLICATION FOR ENROLLMENT AT FWS

Year	No.	School*		Poster		Newspaper		Friend		Radio		TV	
		N	%	N	%	N	%	N	%	N	%	N	%
1972	71	20	28	6	8	9	13	31	44	5	7	0	0
1973	125	20	16	22	18	5	4	41	33	25	20	12	9
Both	196	40	20	28	14	14	7	72	38	30	15	12	6

well, the overwhelming percentage of students (58%) heard about FWS in this manner. None of the 1972 respondents reported both "School" and "Friend" as sources, and only three did so in 1973, indicating that we may be counting the same students twice in only 2% of the 196 cases. (The assumption behind this count of responses was that if the "Friend" told him about FWS while at school, the applicant might report both as sources.) As the major 1973 recruitment activities utilizing media took place while schools were closed for summer, analysis of the frequency and coverage provided by newspaper, radio, and TV will determine which was most productive. The number and location of posters, the number of radio announcements, TV showings, and newspaper articles are described in Table 3-6.

TABLE 3-6

1973 RECRUITMENT ACTIVITIES

	Posters	Radio Spots	TV Spots	Newspaper
Number/Frequency	200 posters in buses and small stores	3 stations; 10 announcements daily	1 station; 1 or 2 daily	1 feature article in Teens section
Time Period	August	May-June July-August	June-August	July

---

*School counselors were mentioned by five students in 1972 and by two in 1973.

Was there a difference in information sources between those enrolled and those who for various reasons were not enrolled? Analysis of the 1973-1974 applicants in these two categories reveals no such differences. There were 46 enrollees and 47 applicants not enrolled. Of those reporting "School" as their source of information, 10 were in the enrolled group and 10 were in the non-enrolled group. The "Poster" source was reported by 12 enrollees and by 10 non-enrollees. Four enrollees reported the "Newspaper" as a source whereas only one non-enrollee indicated this source. Twenty-one and 20 reported a "Friend" as a source, respectively.

Table 3-7 shows the effect of having a student body to help "sell" the school. The increase in people's knowledge of FWS may also reflect the effect of media and poster use.

TABLE 3-7

CATEGORIES OF "FRIENDS" REPORTED ON APPLICATIONS FOR ENROLLMENT IN 1972 AND 1973

Friend Specified as:	1972		1973		Both	
1. Student, former student, or other FWS applicant	15	48%	24	58%	39	55%
2. Relatives: grandmother, mother, sister, brother, uncle	4	13%	4	10%	8	11%
3. Name of person not known to FWS	1	3%	5	12%	6	8%
4. Not specified	11	36%	8	20%	19	26%

To summarize, the majority of prospective students reported that they heard about FWS from friends. Radio announcements were the prime emphasis of the 1973 recruitment, running daily on three stations for four months; they proved only somewhat fruitful (25 eligibles). The poster campaign was implemented in August and provided many late applicants (22 eligibles). The television filler spots and newspaper feature article showed poor results (12 and 5 eligibles respectively).

The total cost figures for the recruitment campaign are revealing:

Method	Cost
Posters	$785
Radio Spots	$3914
Television	Free
Newspaper	Free
Friends	Free

When one compares the cost figures of each method with the eligible students each method generated, the following cost figures result:

Source	Cost Per Eligible Applicant
Television, newspaper, friends	0
Posters	$36
Radio	$157

It is clear that the radio campaign was the least cost-effective; the television spots were free. The initial newspaper article was free, but may not be repeatable. The poster campaign last year was costly but drew many applicants, considering the relatively short period of use. The cost would be similar for an extended period.

Study of the past figures indicates that the potential number of eligible applicants reachable through these media is too small to provide an adequate number of students for next year. It is critical that the recruitment campaign be undertaken in spring--before summer recess--so that direct contact with Oakland high schools can be accomplished.

PLANS FOR FUTURE RECRUITMENT

The selection process for fall, 1974 is outlined by Figure 3-1. In this figure, the boxes represent students or decisions to be made about these students. At certain points, the NIE-suggested "program parameters"* place minimally acceptable values on the number of students; these values are shown.

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*Memorandum to EBCE Directors from NIE, March 6, 1974

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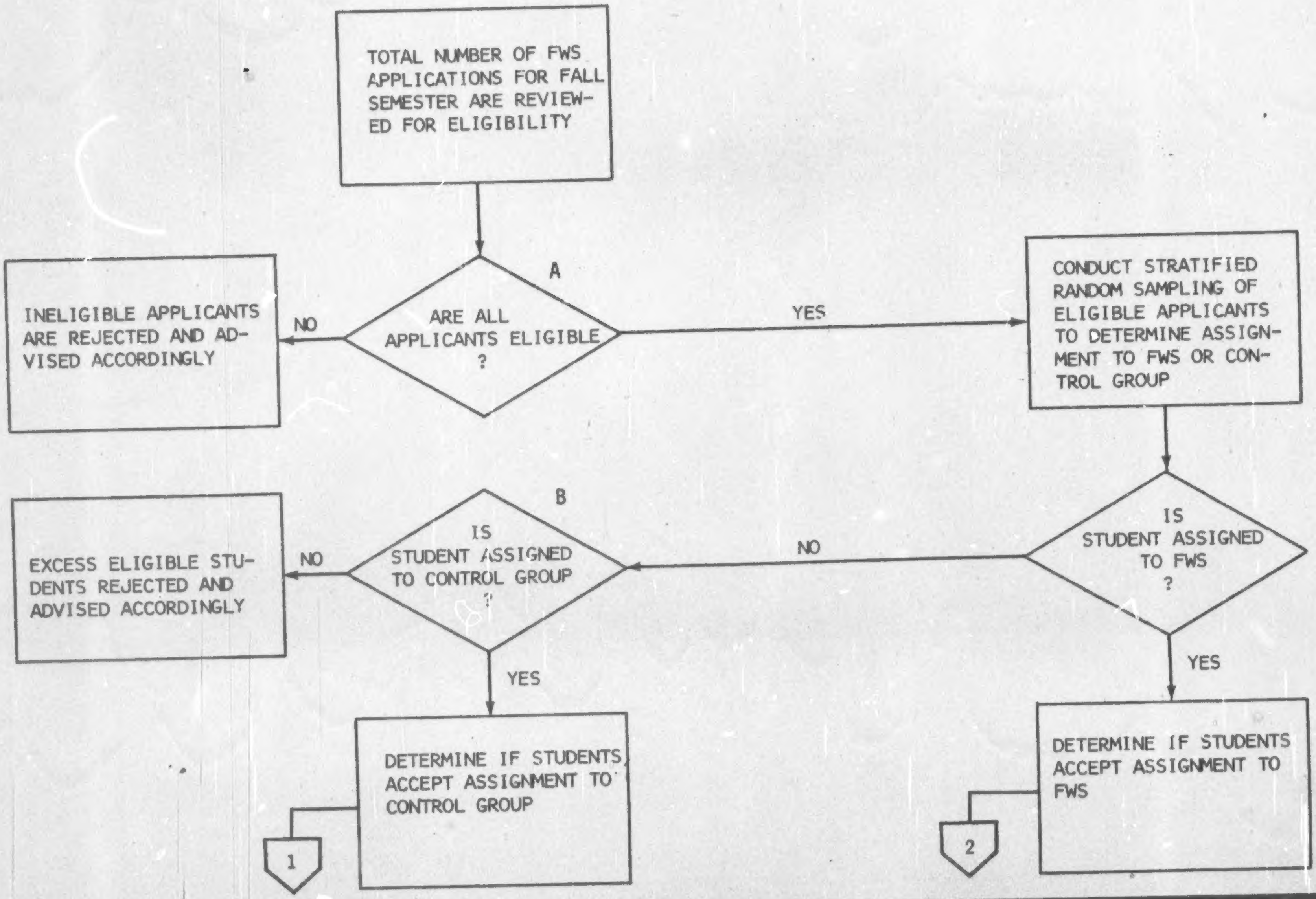
Figure 3-1

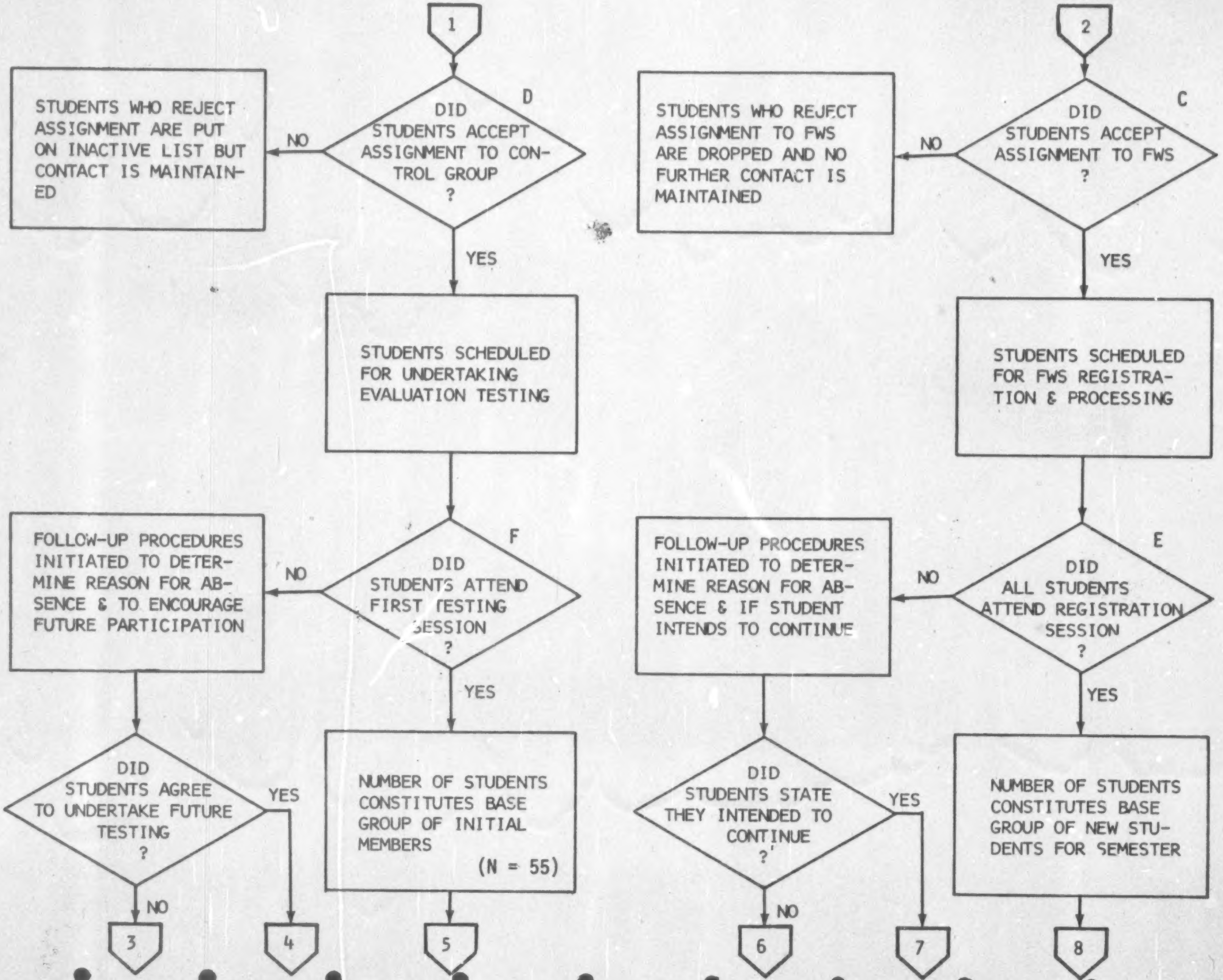
FWS AND CONTROL GROUP STUDENT SELECTION PROCESS

(FALL 1974)

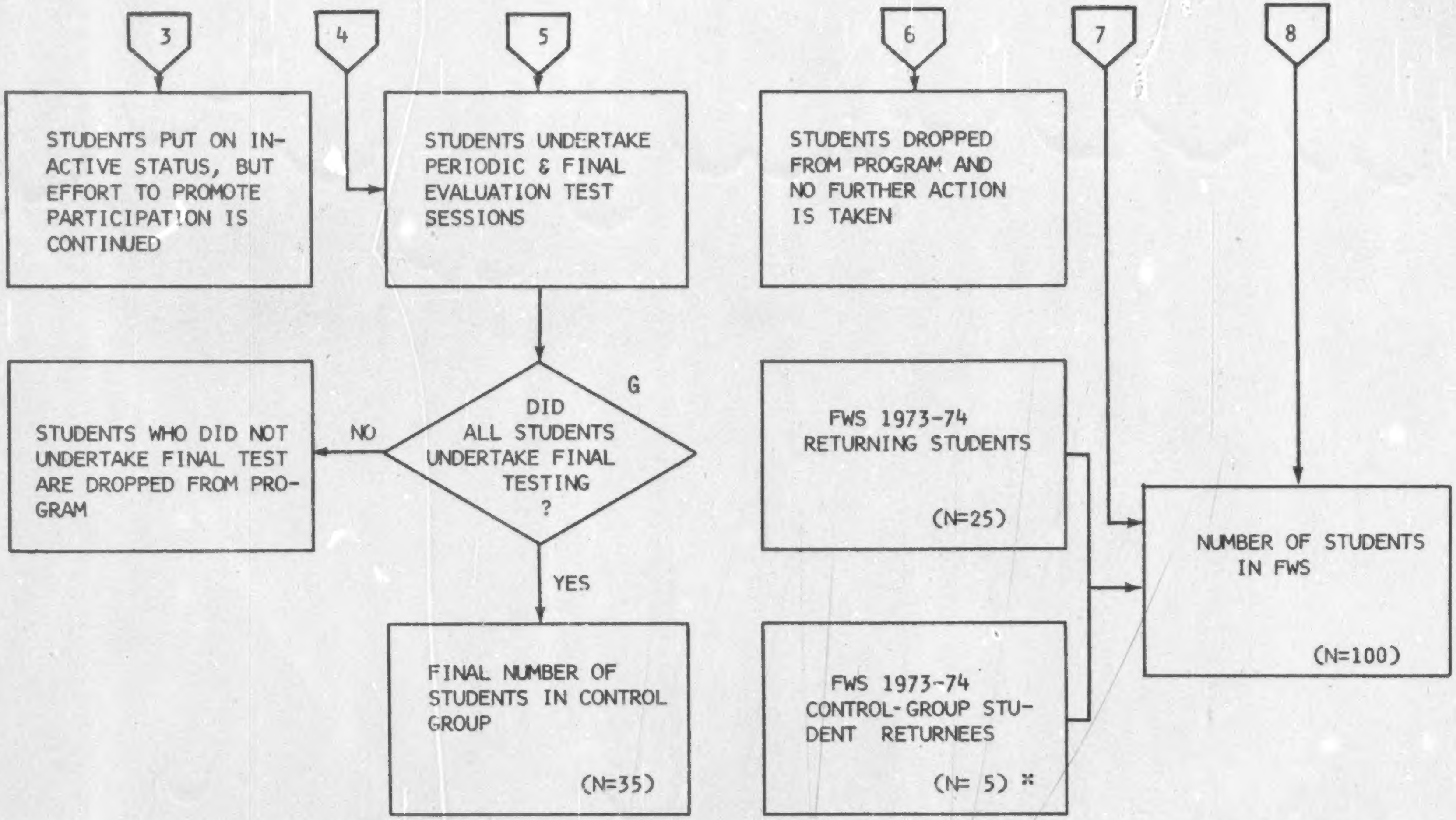

TOTAL NUMBER OF FWS APPLICATIONS FOR FALL SEMESTER ARE REVIEWED FOR ELIGIBILITY
A
ARE ALL APPLICANTS ELIGIBLE ?
NO
INELIGIBLE APPLICANTS ARE REJECTED AND ADVISED ACCORDINGLY
YES
CONDUCT STRATIFIED RANDOM SAMPLING OF ELIGIBLE APPLICANTS TO DETERMINE ASSIGNMENT TO FWS OR CONTROL GROUP
IS STUDENT ASSIGNED TO FWS ?
NO
YES
DETERMINE IF STUDENTS ACCEPT ASSIGNMENT TO FWS
2
B
IS STUDENT ASSIGNED TO CONTROL GROUP ?
NO
EXCESS ELIGIBLE STUDENTS REJECTED AND ADVISED ACCORDINGLY
YES
DETERMINE IF STUDENTS ACCEPT ASSIGNMENT TO CONTROL GROUP
1

FWS AND CONTROL GROUP STUDENT SELECTION PROCESS - FALL L974 (CONTINUED)

PAGE 2 OF 3


1
DID STUDENTS ACCEPT ASSIGNMENT TO CONTROL GROUP ?
D
NO
STUDENTS WHO REJECT ASSIGNMENT ARE PUT ON INACTIVE LIST BUT CONTACT IS MAINTAINED
YES
STUDENTS SCHEDULED FOR UNDERTAKING EVALUATION TESTING
DID STUDENTS ATTEND FIRST TESTING SESSION ?
F
NO
FOLLOW-UP PROCEDURES INITIATED TO DETERMINE REASON FOR ABSENCE & TO ENCOURAGE FUTURE PARTICIPATION
DID STUDENTS AGREE TO UNDERTAKE FUTURE TESTING ?
YES
NO
3
4
YES
NUMBER OF STUDENTS CONSTITUTES BASE GROUP OF INITIAL MEMBERS
(N = 55)
5
2
DID STUDENTS ACCEPT ASSIGNMENT TO FWS ?
C
NO
STUDENTS WHO REJECT ASSIGNMENT TO FWS ARE DROPPED AND NO FURTHER CONTACT IS MAINTAINED
YES
STUDENTS SCHEDULED FOR FWS REGISTRATION & PROCESSING
DID ALL STUDENTS ATTEND REGISTRATION SESSION ?
E
NO
FOLLOW-UP PROCEDURES INITIATED TO DETERMINE REASON FOR ABSENCE & IF STUDENT INTENDS TO CONTINUE
DID STUDENTS STATE THEY INTENDED TO CONTINUE ?
YES
NO
6
7
YES
NUMBER OF STUDENTS CONSTITUTES BASE GROUP OF NEW STUDENTS FOR SEMESTER
8

FWS AND CONTROL GROUP STUDENT SELECTION PROCESS - FALL 1974 (CONTINUED)


3
4
5
6
7
8
STUDENTS PUT ON INACTIVE STATUS, BUT EFFORT TO PROMOTE PARTICIPATION IS CONTINUED
STUDENTS UNDERTAKE PERIODIC & FINAL EVALUATION TEST SESSIONS
STUDENTS DROPPED FROM PROGRAM AND NO FURTHER ACTION IS TAKEN
G
DID ALL STUDENTS UNDERTAKE FINAL TESTING ?
NO
STUDENTS WHO DID NOT UNDERTAKE FINAL TEST ARE DROPPED FROM PROGRAM
YES
FINAL NUMBER OF STUDENTS IN CONTROL GROUP (N=35)
FWS 1973-74 RETURNING STUDENTS (N=25)
FWS 1973-74 CONTROL-GROUP STUDENT RETURNEES (N= 5) ⁎
NUMBER OF STUDENTS IN FWS (N=100)

⁎ CURRENT CONTROL-GROUP MEMBERS ARE PROMISED ENTRY IN FALL 1974, IF THEY DESIRE. A WORKING ESTIMATE IS 5 ACCEPTANCES OUT OF 9 NONGRADUATING MEMBERS.

The operations flow included in this process is a direct outcome of EBCE experience gained during the selection of experimental and control groups during summer 1973. The diagram starts with the applicants resulting from the 1974-1975 recruitment effort, follows them through checks on program eligibility, selection into treatment and control groups, and then through the several possibilities for student attrition. Data from past experience make it possible to estimate the likely percentage loss occurring at each attrition point. Then, via the process-end values minimally acceptable to NIE, the minimum number of program applicants required during recruitment can be derived. This brief derivation is presented below.

The first step is to estimate, from data compiled on the summer, 1973 FWS selection into experimental and control groups, the attrition fraction associated with each decision made on or by the students. The attrition rates of Table 3-8 and NIE-required endpoints of 100 FWS students and 35 control members suggest that FWS needs to obtain at least 220 applications during its recruitment effort for fall, 1974.

To accomplish this recruitment effort, the following steps will be taken:

1. Recruitment will be inititated during April and continued through July.
2. Emphasis will be placed on recruitment by students. Students will set up information booths at Oakland high schools during April to answer questions and to refer interested students to information sessions on EBCE. FWS students will speak at high school assemblies to present the opportunities available through EBCE. Students will design posters to be used in appropriate places throughout Oakland.
3. Word-of-mouth recruitment will be the primary thrust. FWS students will be encouraged to bring their friends to information sessions.
4. A poster campaign will be initiated in the spring and continued through the summer. Buses, small businesses, and recreation spots will be used. Many of the posters will be designed by FWS students.
5. Public-service television spots will be sought.
6. An article on the school will be written for high school newspapers and the teenage section of the Oakland Tribune.
7. Backup presentations will be designed for use in Oakland high schools during the first week of fall registration, should enrollment in FWS not exceed the minimum of 100 students required by NIE.

8. Full explanation of the random selection procedure will be presented to each applicant.

9. Applicants who contacted FWS and expressed an appropriate interest during this school year will be contacted and notified of the next steps in the school's development.

TABLE 3-8

PREDICTION OF FWS AND CONTROL-GROUP ATTRITION FOR FALL 1974

Description	Figure 3-1 Reference	Examples	Est. Percent Loss
Program ineligibilty	A		10%
1. Administrative		a. Improper residence b. Not 10 through low-12 grade c. Over 18 years old	(7%)
2. Program criteria		a. Less than 0.5 GPA b. Subminimal communications skill-level	(3%)
Random selection	B	Excess students not distributable among stratified cells	3%
Certification of FWS acceptance	C	Does not return parent's letter of approval	0%
Certification of Control acceptance	D	Does not accept role of Control Group member	33%
		Does not return parent's letter of approval	0%
FWS no-shows	E	Moves outside district, changes mind	10%
Control Group no-shows	F	Changes mind, forgets	25%
Control Group yearly attrition	G	Moves, changes mind	40%

SECTION 4: STUDENT SAMPLES

CURRENT FWS STUDENTS

For the study of treatment outcomes, the students at FWS can be separated into distinct groups according to their time of entry and method of selection:

Group A--returning students from 1972-1973
Group B--students entering in fall, 1973, selected in spring, 1973
Group C--students entering in fall, 1973, selected in summer, 1973
Group O--students entering in fall, 1973, representing unusual administrative cases

These student groups exist for the purpose of analysis only; no such real classification was made, and the treatment applied was not dependent on these groupings. Nevertheless, each student group labeled A, B, and C represents a disjoint set of students with common characteristics (descriptors) defined by their entry. So it is possible to hypothesize differing program outcomes among these sets. The situation, or set of parameters, describing the entry of each group is presented below. Later in this section the student groups are compared with each other and with the total FWS population (often called Group W for the "whole") and with pertinent groups of Oakland high school students on several important demographic variables.

Returning Students: Group A

All students enrolled in the 1972-1973 pilot EBCE program at FWS were encouraged to re-enroll in fall, 1973. Fifteen of 20 non-graduates did enroll in September.* Within the first two weeks of school, one of them withdrew, leaving 14 continuing students from the previous year. This group provided to the arriving newcomers the essential school element of "upperclassmen" or "veterans." Since they previously had at least one full semester of familiarity with the concept of experience-based career education, this group currently represents the outcome of two or more semesters of EBCE.**

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*Questionnaires to identify the reasons for not continuing were sent to these five students, but not returned. Efforts to contact them are being continued.

**In fact, nine of these 14 had two semesters of EBCE by fall, 1972; five had only one. However, since the model was still in early development during its fall, 1972, semester, and largely took its current form during spring, 1973, it was decided not to distinguish further among these students.

New Students Selected During Spring, 1973: Group B

Recruitment for fall, 1973, began during March and ended in May, 1973, on receipt of NIE guidelines requiring the establishment of experimental and control groups for the 1973-1974 year. The two months' effort resulted in selection of 26 applicants for the fall program. On the basis of an application form and a personal interview, each of these students was judged "especially well-suited" for the EBCE program.

In selection, the staff attempted to balance the student population by choosing more females and younger students to offset the anticipated composition of the returning students (mostly male seniors). Of the 26 students chosen, 23 enrolled at FWS in September, 1973. Three students withdrew during the fall semester. The remaining 20, comprising Group B, represent an effort at choosing students who might benefit most from EBCE.

New Students Selected During Summer, 1973: Group C

Upon receipt of NIE guidelines establishing the 1973 experimental design, the spring recruitment campaign was temporarily postponed. Applicants were notified that a decision on their status would be made in the summer. A new recruitment effort, implemented in June, continued throughout the summer. Applicants (both those remaining from spring and those applying during summer) were placed in a selection pool, stratified on high school of previous attendance and grade level; they were then randomly selected into equivalent experimental and control groups. Each group chosen contained 19 members. Within the fall semester two students withdrew, leaving 17 members. Group C represents a cross-section of program applicants for fall, 1973. Often described in this report as the "experimental group," it has a corresponding "control group" (Group D, described below).

Other New Students: Group O

Four students entering FWS in the fall, 1973, do not fall into any of the classes above. They represent unique cases faced by FWS staff during recruitment and selection. Students assigned to Group O are reported in analyses of the entire group of FWS students, but not in any of the special analyses of Groups A, B, or C.

OAKLAND PUBLIC HIGH SCHOOL STUDENTS SERVING IN CONTROL AND COMPARISON GROUPS

Three different groups of Oakland high school students are cooperating with FWL-EBCE in the evaluation. One of the three groups serves as a control group for FWS Group C (random-experimental). The other two groups serve as comparison groups for the total FWS population. These are the three groups:

Group D--applicants to FWS from Oakland public high schools eligible for FWS but randomly selected for the control group for FWS Experimental Group C.

Group E--students in Oakland public high schools randomly selected and representative of the total high school population.

Group F--students in the federally-funded Career Cluster Program at McClymonds High School (an Oakland public high school).

Groups D and E, as expected, have fewer cooperating members than were originally selected. One of the questions addressed in the following discussion of Groups D and E is how representative of the respective randomly-selected samples and the reduced samples of cooperating students.

FWS Applicants Selected Randomly for a Control Group: Group D

Nineteen applicants were selected for the Control Group, Group D. Maintaining the cooperation of this group--in an effort consisting mainly of answering questionnaires and completing tests--was indeed a problem. Members of Group D were notified of their status by telephone and special attention was given to their retention. All were asked to come to a special presentation describing EBCE, the experimental nature of the school, and the need for control-group members.

The students were informed of their anticipated contributions, including several sessions throughout the year of one or two hours each, for which they would receive honoraria. They were promised a counseling/interpretation session after the end of the school year in which their assessment profiles would be presented and interpreted. A further possibility suggested was that they would be awarded priority status as applicants for subsequent FWS admission. Fourteen of the 19 students have cooperated in each of the summative testing sessions. Table 4-1 on the following page presents a comparison of the Group D sample as originally selected and the subset of Group D who have participated in the interim summative testing.

TABLE 4-1

COMPARISON OF THE ORIGINAL AND PARTICIPATING
COMPOSITIONS OF CONTROL GROUP D

	Grade Level			Previous H.S.*		Ethnic Group			Sex	
	10	11	12	I	II	W	B	Oth.	M	F
Original	7	6	6	8	11	8	9	2	6	13
Participation	3	6	5	5	9	6	6	2	6	8

As shown by the table, all who failed to complete the program in the Control Group have been women; four of five were sophomores.

The characteristics of the remaining Group D are compared to the Experimental Group, Group C, on the variables of Table 4-4; the results are discussed below.

Randomly Selected Sample of Oakland Public High School Students: Group E

In November, 1973, FWL-EBCE selected a stratified random sample of 120 students from the rosters of the Oakland public high schools. Approximately 20% of the students selected from fall registration records were no longer enrolled in November and addresses could be located for only 96 members of the sample. These students were contacted by mail and asked to serve as a group of comparison students for the EBCE sample. They were offered a small remuneration for each of several testing sessions proposed for the interim and post-data collection efforts. Thirty-one students appeared for the interim data-collection sessions, held on Saturday, January 26, 1974. Demographic data have been collected on both the participating and non-participating members of Group E.** These are presented in Table 4-2 along with the results of the Chi-square test for significance of difference between the two subgroups. Grade-point averages also were compared for the two sets of students. These comparisons revealed the following:

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*I = more than 60% non-white students; II = fewer than 60% non-white.

**Data could be located on only 82 of 89 non-participants.

TABLE 4-2

COMPARISON OF MEMBERS OF GROUP E: PARTICIPANTS VS. NON-PARTICIPANTS

Variable	Category	Participants	No-Shows	Chi-square Test of Significance (p<.05)
Sex	Male	16	44	Not significant (p=.95)
	Female	15	38	
High School	Castlemont	8	17	Not significant (p>.99)
	Fremont	5	13	
	Grant	0	0	
	Oakland High	5	18	
	Oakland Tech	4	10	
	Skyline	7	16	
	McClymonds	2	8	
Age (9/73)	Under 15½	9	17	Not significant (p=.60)
	15½ - 16½	8	24	
	16½ - 17½	10	28	
	Above 17½	4	13	

- Mean grade-point average of the participating members of E was 2.12.*
- Mean grade-point average of no-shows of E was 2.31.
- The difference was not significant at the .10 level.

On the basis of these results, the 31 participating members of the stratified, randomly selected sample of OPS students are used as the representative group of Oakland high school students in the remainder of this report.

Members of the Career Cluster Program at McClymonds High School: Group F

The Career Cluster Program is a federally-funded, school-based, career education program located at Oakland's McClymonds High School. This high school, located in West Oakland, serves an almost entirely Black student population. The Career Cluster Program is an elective portion of each student's program. Enrollees continue in the regular course work of the high school. Entry is open only to sophomores and juniors, but enrollees who pass the junior course continue through their senior year. Admission is by random selection among applicants. A systematic description of this program and a comparison of its structure with EBCE is presented as Appendix B. Sixty-five out of 100 students in this program participated in the mid-year summative testing for FWS. Those pupils absent from class or assigned to field work on the testing day were not included in the Group F sample. Sophomores in Group F provide an interesting comparison group to the group of sophomores in FWS. On some variables, Group F may serve as a comparison group for the entire FWS population, with the understanding that the students in Group F have been enrolled in the Career Cluster Program considerably longer, on the average, than the FWS students have been enrolled in EBCE. The mean length of student enrollment for Career Cluster Program students is 2.12 semesters; the mean length of student enrollment for FWS students is 1.40 semesters.

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*A=4; B=3; C=2; D=1; F=0.

COMPARISONS OF STUDENT GROUPS ON DEMOGRAPHIC VARIABLES

Given the rationale for, and the description of the various subgroups of EBCE students within FWS and the control/comparison groups within OPS, several intergroup comparisons are essential to the evaluation of treatment (EBCE) outcomes. In order to infer the cause of any differing outcomes among these groups, the groups first must be analyzed for sample similarities and differences. Of particular relevance to the evaluation design are the several intergroup comparisons of Table 4-3.

TABLE 4-3

INTERGROUP COMPARISONS YIELDING SUMMATIVE EVALUATION INFORMATION

Comparisons Within FWS	Comparisons Between FWS and OPS
A vs. OBC*	W vs. E
B vs. C	C vs. D
Sophomores vs. Juniors vs. Seniors	W vs. F
Males vs. Females	

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*Union of Group O, Group B, and Group C.

Comparisons of different FWS groups on demographic baseline data will build the foundation for later interpretation of any differing outcomes found among these groups. Comparisons of the FWS with its corresponding comparison groups within OPS on baseline variables will reveal the degrees of similarity and difference between these groups, and thus will define the limits to which statistical inference can be used in evaluating the effect of the EBCE program on high school students. Table 4-4 presents the baseline demographic data collected on the FWS and OPS student groups. Table 4-5 presents the group means and standard deviations for age, grade level, and grade-point average.

Intergroup Comparisons Within Far West School

Comparison of Returning Students (Group A) with Later Recruits (Group OBC).

It has been hypothesized that when students are placed in a new educational environment, they undergo a period of acclimatization ("shock") during which time their learning performance is not representative of their norm. If this situation is detectable in EBCE, then differing outcome magnitudes should be expected between Group A (Returning Students) and the newcomers to the program (Group OBC). However, students in Group A are the products of a different recruitment program from the one used during 1973, so Group A is quite likely to be dissimilar in composition from the remainder of FWS. These differences may also affect treatment outcomes. Therefore, note that, by definition, Group A (returnees) precludes sophomores as members.

The Chi-square test indicates differences significant (to at least the .10 level) between Group A and Group OBC on four variables: grade level, age, race, and previous grade-point average. The difference between the two groups on grade level is explained above. On students' age, Group A also has a higher mean and smaller standard deviation; this, too, is directly attributable to the absence from this group of sophomores who are approximately one-year younger.

Group A (returnees) shows a marked difference in ethnic composition from the remainder of FWS. It has only one Black among its 14 members (7%) compared to 14 Blacks among the 41 other members of FWS (34%). This fact was previously noted and discussed in Section 3. FWS continues to disseminate information to the Black community on the value and objectives of EBCE.

TABLE 4-4

BASELINE DATA ON STUDENT DEMOGRAPHIC VARIABLES BY GROUP

		Far West School								Oakland High Schools					
		W=55		A=14		B=20		C=17		D=14		E=31		F=65	
Variable	Value	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High School	Hi-Minority	21	38	5	36	4	20	8	47	5	36	15	48	65	100
	Lo-Minority	34	62	9	64	16	80	9	53	9	64	15	52	0	0
Current Grade Level	10	15	27	0	0	9	45	6	35	3	21	10	32	37	57
	11	14	26	2	14	5	25	7	41	6	43	15	48	16	25
	12	26	47	12	86	6	30	4	24	5	36	6	19	12	18
Sex	Male	26	47	9	64	6	30	8	47	6	43	16	52	27	42
	Female	29	53	5	36	14	70	9	53	8	57	15	48	38	58
Race	Black	15	27	1	7	5	25	7	41	6	43	20	65	65	100
	Spanish surname	9	16	4	29	2	10	1	6	1	7	0	0	0	0
	White	29	53	7	50	13	65	9	53	6	43	10	32	0	0
	Other	2	4	2	14	0	0	0	0	1	7	1	3	0	0
	No Answer	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Age (9/73)	15 or under	4	7	0	0	3	15	1	6	3	21	2	7	2	3
	15+ - 15½	5	9	0	0	2	10	3	18	0	0	7	23	18	28
	15½+ - 16	8	15	1	7	5	25	2	12	1	7	1	3	16	25
	16+ - 16½	7	13	1	7	4	20	2	12	4	29	7	23	8	12
	16½+ - 17	7	13	3	21	0	0	3	18	2	14	4	13	9	14
	17+ - 17½	16	29	6	43	5	25	3	18	3	21	6	19	6	9
	17½+ - 18	8	15	3	21	1	5	3	18	1	7	4	13	4	6
	Over 18	0	0	0	0	0	0	0	0	0	0	0	0	2	3
Regular School Curriculum	Academic	22	40	8	57	6	30	7	41	6	43	-	-	-	-
	General	28	51	5	36	12	60	9	53	7	50	-	-	-	-
	Vocational	4	7	1	7	2	10	0	0	1	7	-	-	-	-
	Other	0	0	0	0	0	0	0	0	0	0	-	-	-	-

TABLE 4-4 *(continued)*

		Far West School								Oakland High Schools					
		W=55		A=14		B=20		C=17		D=14		E=31		F=65	
Variable	Value	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Father's Educational Level	None	1	2	0	0	0	0	1	6	0	0	2	7	1	3
	Elementary	0	0	0	0	0	0	0	0	1	7	3	10	2	5
	Some H.S.	4	7	1	7	0	0	2	12	2	14	6	19	3	8
	H.S. Graduate	15	27	2	14	8	40	5	29	3	21	12	39	16	43
	Some Post H.S.	14	26	4	29	3	15	5	29	2	14	3	10	3	8
	College Grad.	7	13	4	29	2	10	0	0	4	29	3	10	4	11
	Some Grad Study	3	6	0	0	1	5	2	12	0	0	1	3	2	5
	Advanced Degree	4	7	1	7	2	10	1	6	0	0	1	3	0	0
	No Answer	5	9	2	14	2	10	1	6	2	14	0	0	6	16
Long Range Plans	01 Unspecified Job	14	26	2	14	7	35	4	24	3	21	10	32	15	23
	02 Business-Clerical	2	4	0	0	1	5	1	6	0	0	0	0	1	2
	03 Business-Sales	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	04 Business Management	2	4	1	7	1	5	0	0	1	7	0	0	3	5
	05 Crafts and Operative	5	9	3	21	0	0	2	12	0	0	0	0	3	5
	06 Technical	3	6	1	7	1	5	1	6	1	7	2	7	4	6
	07 Service and Protection	2	4	1	7	0	0	0	0	2	14	2	7	7	11
	08 Professional	6	11	1	7	2	10	3	18	0	0	6	19	2	3
	09 Military	0	0	0	0	0	0	0	0	1	7	2	7	0	0
	10 Housewife	0	0	0	0	0	0	0	0	0	0	1	3	2	3
	11 Farmer	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	12 Retired	1	2	0	0	0	0	0	0	0	0	0	0	0	0
	21 Higher Educ (Unspecif.)	5	9	2	14	0	0	3	18	2	14	8	26	12	19
	22 M.A. or PhD Degree	1	2	1	7	0	0	0	0	1	7	0	0	6	9
	30 Can't Say	12	22	2	14	8	40	2	12	3	21	0	0	5	8

TABLE 4-4 *(continued)*

		Far West School								Oakland High Schools					
		W=55		A=14		B=20		C=17		D=14		E=31		F=65	
Variable	Value	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Previous Grade-Point Average	3.50-4.00 (A)	3	5	1	7	2	10	0	0	0	0	2	6	0	0
	2.50-3.49 (B)	19	35	8	57	6	30	4	24	3	21	10	32	8	12
	1.50-2.49 (C)	24	44	4	29	8	40	10	59	6	43	15	48	16	25
	0.50-1.49 (D)	7	13	1	7	3	15	2	12	0	0	3	10	2	3
	0.00-0.49 (F)	1	2	0	0	1	5	0	0	1	7	0	0	0	0
	Not Available	1	2	0	0	0	0	1	6	4	29	1	3	39	60
Mother's Educational Level	None	1	2	0	0	1	5	0	0	0	0	1	3	0	0
	Elementary	0	0	0	0	0	0	0	0	2	14	1	3	0	0
	Some H.S.	7	13	1	7	3	15	2	12	3	21	6	19	7	19
	H.S. Grad.	16	29	3	21	4	20	8	47	4	29	10	32	17	46
	Some Post H.S.	16	29	3	21	5	25	6	35	3	21	3	10	5	14
	College Grad.	10	18	5	36	4	20	1	6	1	7	5	16	4	11
	Some Grad. Stdy	5	9	2	14	3	15	0	0	1	7	4	13	1	3
	Adv. Degree	0	0	0	0	0	0	0	0	0	0	1	3	0	0
	No Answer	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summary of Reasons for Applying to FWS* (9/73 post-entry)	Better, Nice, Get Education	20	36	5	36	8	40	7	41	-	-	-	-	-	-
	Different, Change, Meets Personal Needs	40	73	9	64	14	70	16	94	-	-	-	-	-	-
	Dislike Previous School	33	60	10	72	13	65	6	35	-	-	-	-	-	-
	Career Exploration	21	38	7	50	8	40	5	29	-	-	-	-	-	-
	Job Training, Get Ready for Work	9	16	1	7	4	20	3	18	-	-	-	-	-	-
	No Answer	1	2	2	14	0	0	0	0	-	-	-	-	-	-

*Summary of Reasons for Applying to FWS includes first, second, and third reasons, if students gave them. Primary Reason, shown on the next page, includes only the first reason given.

TABLE 4-4 (*continued*)

		Far West School								Oakland High Schools					
		W=55		A=14		B=20		C=17		D=14		E=31		F=65	
Variable	Value	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Primary Reason for Applying to FWS (9/73 Post-entry)	Better, Nice, Get Education	12	22	3	21	4	20	5	29	-	-	-	-	-	-
	Different, Change, Meets Personal Need	19	35	4	29	5	25	9	53	-	-	-	-	-	-
	Dislike Previous School	13	24	5	36	6	30	1	6	-	-	-	-	-	-
	Career Exploration	6	11	2	14	2	10	2	12	-	-	-	-	-	-
	Job Training; Get Ready for Work	4	7	0	0	3	15	0	0	-	-	-	-	-	-
	No Answer	1	2	0	0	0	0	0	0	-	-	-	-	-	-

TABLE 4-5

MEANS AND STANDARD DEVIATIONS FOR AGE, GRADE LEVEL, AND GPA FOR STUDENT GROUPS

Group	Age (months)			Grade Level			GPA (A=4.0)		
	Mean	SD	N	Mean	SD	N	Mean	SD	N
W	198.4	10.69	55	11.32	0.79	55	2.22	0.82	54
A	204.5	6.84	14	11.86	0.35	14	2.50	0.81	14
OBC	196.3	10.96	41	10.98	0.84	41	2.12	0.81	40
B	193.4	10.43	20	10.85	0.85	20	2.21	0.94	20
C	197.2	11.14	17	10.88	0.76	17	2.09	0.65	16
D	195.9	11.30	14	11.14	0.74	14	2.16	0.92	10
E	196.0	11.20	31	10.87	0.71	31	2.31	0.80	30
F	193.1	10.99	65	10.62	0.78	65	2.21	0.60	26

The higher mean of Group A (returnees) on grade-point average before EBCE entry is consistent with the complex recruitment history for that group. The earliest students at FWS entered in September, 1972; several were problem referrals from high school counselors. When the number of students was increased in spring, 1973, screening of applicants eliminated any very low achievers. Program attrition through both dropout and graduation has reduced these students from the original 30 to 14, but the dropout rate has been higher among the problem students. The group of continuing students (Group A) now scores above the school mean on most measures of achievements we have administered (e.g., see Table 4-5 for GPA).

Comparison of B (Spring Selection) with C (Summer Selection). There are no statistically significant differences between these two groups of new students across demographic variables (Table 4-4). However, note that 80% of Group B students who were selected on criteria came from high schools with low-minority enrollment, whereas for Group C, the minority proportion of previous high school was used as a stratification variable (assigned a ratio of 11:9, the applicant proportion). As a result, only 25% of Group B are Black, whereas 41% of Group C (Random FWS) are Black. However, the Black representation of Group C is still well below the documented 62% Black enrollment of all Oakland high schools.* The variation in high school representation and related ethnic distributions among groups to a large extent results from differences in recruitment procedures. This was discussed in the evaluation of EBCE recruitment (Section 3).

Far West School Students by Grade Level. Differing treatment outcomes can be hypothesized for EBCE students according to their grade level. Seniors may well have sufficiently greater maturity so they are more at ease in relationships with RPs and thus effect greater learning outcomes from EBCE. However, evidence to support or refute this hypothesis will be accumulated over the entire length of this year; hence this hypothesis will not be examined in this report. Baseline data on FWS students aggregated by grade level is presented in Table 4-6.

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*Representative Group E has 65% Black membership.

Table 4-6

BASELINE DATA ON FWS STUDENTS BY GRADE LEVEL AND SEX

				Grade Level						Sex			
		W		10		11		12		Male		Female	
		N=55		N=15		N=14		N=26		N=26		N=29	
Variable	Value	N	%	n	%	n	%	n	%	n	%	n	%
High School	Hi-Minority	21	38	4	27	5	36	12	46	11	42	10	34
	Lo-Minority	34	62	11	73	9	64	14	54	15	58	19	66
Current Grade-Level	10	15	27	15	100	0	0	0	0	6	23	9	31
	11	14	26	0	0	14	100	0	0	6	23	8	28
	12	26	47	0	0	0	0	26	100	14	54	12	41
Sex	Male	26	47	6	40	6	43	14	54	26	100	0	0
	Female	29	53	9	60	8	57	12	46	0	0	29	100
Race	Black	15	27	5	33	2	14	8	31	8	31	7	24
	Spanish Surname	9	16	0	0	2	14	7	27	5	19	4	14
	White	29	53	10	67	9	64	10	39	11	42	18	62
	Other	2	4	0	0	1	7	1	4	2	8	0	0
	No Answer	0	0	0	0	0	0	0	0	0	0	0	0
Age (9/73)	15 or under	4	7	4	27	0	0	0	0	0	0	4	14
	15+ - 15½	5	9	5	33	0	0	0	0	2	8	3	10
	15½+ - 16	8	15	5	33	2	14	1	4	3	12	5	17
	16+ - 16½	7	13	1	7	6	43	0	0	4	15	3	10
	16½+ - 17	7	13	0	0	4	29	3	12	4	15	3	10
	17+ - 17½	16	29	0	0	1	7	15	58	7	27	9	31
	17½+ - 18	8	15	0	0	1	7	7	27	6	23	2	7
	Over 18	0	0	0	0	0	0	0	0	0	0	0	0
Regular School Curriculum	Academic	22	40	3	20	5	36	14	54	15	58	7	24
	General	28	51	10	67	9	64	9	35	9	35	19	66
	Vocational	4	7	2	13	0	0	2	8	2	8	2	7
	Other	0	0	0	0	0	0	0	0	0	0	0	0

TABLE 4-6 (*continued*

				Grade Level						Sex			
		W		10		11		12		Male		Female	
		N=55		N=15		N=14		N=26		N=26		N=29	
Variable	Value	N	%	N	%	N	%	N	%	N	%	N	%
Mother's Educational Level	None	1	2	0	0	1	7	0	0	0	0	1	3
	Elementary	0	0	0	0	0	0	0	0	0	0	0	0
	Some High School	7	13	1	7	3	21	3	12	4	15	3	10
	H.S. Graduate	16	29	6	40	5	36	5	19	10	39	6	21
	Some Post - H.S.	16	29	3	20	2	14	11	42	8	31	8	28
	College Graduate	10	18	4	27	1	7	5	19	3	12	7	24
	Some Grad. Study	5	9	1	7	2	14	2	8	1	4	4	14
	Advanced Degree	0	0	0	0	0	0	0	0	0	0	0	0
	No Answer	0	0	0	0	0	0	0	0	0	0	0	0
Father's Educational Level	None	1	2	1	7	0	0	0	0	0	0	1	3
	Elementary	0	0	0	0	0	0	0	0	0	0	0	0
	Some High School	4	7	0	0	2	14	2	8	3	12	1	3
	H.S. Graduate	15	27	5	33	5	36	5	10	7	27	8	28
	Some Post - H.S.	14	26	3	20	2	14	9	35	8	31	6	21
	College Graduate	7	13	2	13	0	0	5	19	3	12	4	14
	Some Grad. Study	3	6	0	0	3	21	0	0	2	8	1	3
	Advanced Degree	4	7	1	7	1	7	2	8	1	4	3	10
	No Answer	5	9	2	13	0	0	3	12	1	4	4	14
Previous Grade-Point Average	A: 3.50 - 4.00	3	5	1	7	1	7	1	4	1	4	2	7
	B: 2.50 - 3.49	19	35	5	33	3	21	11	42	7	27	12	41
	C: 1.50 - 2.49	24	44	8	53	7	50	9	35	13	50	11	38
	D: 0.50 - 1.49	7	13	1	7	2	14	4	15	5	19	2	7
	F: 0.00 - 0.49	1	2	0	0	0	0	1	4	0	0	1	3
	Not Available	1	2	0	0	1	7	0	0	0	0	1	3

TABLE 4-6 (*continued*)

				Grade Level						Sex			
		W		10		11		12		Male		Female	
		N=55		N=15		N=14		N=26		N=26		N=29	
Variable	Value	N	%	N	%	N	%	N	%	N	%	N	%
Primary Reason for Applying to FWS* (9/73 Post-entry)	Better; Nice; Get Education	12	22	5	33	3	21	4	15	7	27	5	17
	Different; Change; Meets Personal Need	19	35	4	27	6	43	9	35	8	31	11	38
	Dislike Previous School	13	24	4	27	2	14	7	27	4	15	9	31
	Career Exploration	6	11	1	7	2	14	3	12	3	12	3	10
	Job Training; Get Ready for Work	4	7	1	7	1	7	2	8	3	12	1	3
	No Answer	1	2	0	0	0	0	1	4	1	4	0	0
Summary of Reasons for Applying to FWS* (9/73 Post-entry)	Better; Nice; Get Education	20	36	9	60	4	29	7	27	10	39	10	35
	Different; Change; Meets Personal Need	40	73	9	60	14	100	17	65	14	54	26	90
	Dislike Previous School	33	60	7	47	8	57	18	69	13	50	20	69
	Career Exploration	21	38	3	20	4	29	14	54	10	39	11	38
	Job Training; Get Ready for Work	9	16	4	27	3	21	2	8	7	27	2	7
	No Answer	1	2	0	0	0	0	1	4	1	4	0	0

*Primary Reason for Applying to FWS includes only the first reason given by students. Summary of Reasons for Applying to FWS includes first, second, and third reasons, if students gave them.

Far West School Students by Sex. An important question to be answered in the evaluation of EBCE is whether or not the experience-based program of career education provides equal learning opportunities for both young men and young women. This question is complex. Its answer requires continual monitoring of student-resource interaction, types of learning experiences offered at sites, and willingness of RPs to work with the sexes. Consequently, careful analysis is necessary to detect any differences in outcomes between the sex groups. The question will be treated in the year-end summative evaluation report. Demographic data comparing FWS males and females is shown in Table 4-6.

Comparisons of Groups Between FWS and OPS

Comparison of Whole FWS Population (Group W) with Random OPS Population (Group E). In that Group E is representative of the OPS high school population, it would be valuable to compare changes in this group over the year to changes measured in the FWS students (Group W). However, the degree to which such comparisons are meaningful is limited by the level of similarity of the two groups. The demographic data collected on Group E and Group W were shown in Table 4-4.

Chi-square tests on these variables yield differences significant at the .10 level on three variables: ethnic affiliation, grade level, and long-term planning. The ethnic composition of the two groups are markedly different. The figures on Table 4-7 contrast the percentage compositions of the two groups with the documented 1972 composition of the Oakland senior high schools.

TABLE 4-7

ETHNIC COMPARISON

Ethnic Background	Group W	Group E	Oakland Public School
Blacks	27%	65%	63%
Whites	53%	32%	22%
Spanish Surname	16%	0%	8%
Other	4%	3%	8%

Several conclusions are apparent from this presentation:

- Groups W (FWS) and E (Random OPS) are of markedly different ethnic composition;
- Group E represents the Black population of OPS accurately, but somewhat under-represents other minorities;*
- Group W over-represents Whites and Chicanos and under-represents Blacks. As a whole, Group W under-represents other non-white groups.

From these facts, it is clear than any comparison of outcomes between Group W and Group E must contain a careful consideration of all implications of the groups' differing ethnic balances.

Comparison of Group C (Random FWS) with Group D (Random Control). Groups C and D form the basis of the experimental design for the evaluation of 1973-74 program outcome, being randomly selected treatment and control groups respectively. The small sample sizes of these two groups reduce the scope of information that can be developed through comparisons, and make more difficult the task of statistical inference. Nevertheless, they provide the source of the most rigorous analysis of year-end program outcomes.

The two groups are products of stratified random sampling from a common pool. The variables used in the stratification were grade-level and size of minority population at previous high-school. Table 4-4, columns 9-12, presents data for the composition of Group C and Group D across demographic variables. Table 4-5 shows the means and standard deviations for age, grade level, and GPA. A Chi-square test applied to each pair of variable distribution shows no significant difference between groups.

During the process of student selection in August, 1973, each prospective student was asked to give his "main reason" for applying to FWS, and also to list any "other reasons" he had for applying. These data are separate from the similar demographic data collected across the FWS in September, 1973 (shown in Table 4-4). The comparison of Group C and Group D on this question is shown in Table 4-8. Also shown are the September responses to the question by members of Group C after selection into the program. In August the two groups agreed quite closely both on their primary reasons for applying to the program and on

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*Statistical Chi-square test of Group E and reported OPS ethnic breakdown figures show Group E to be a representative sample of all OPS.

TABLE 4-8

REASONS FOR APPLYING TO FWS: AUGUST, 1973, PRE-ENTRY AND SEPTEMBER, 1973, POST-ENTRY

		8/73				9/73	
		C		D		C	
Reason	Importance*	N	%	N	%	N	%
Better; nice; get education	Primary	2	13	2	15	5	29
	Summary	3	19	3	23	7	41
Difference; change; meets personal needs	Primary	8	50	6	46	9	53
	Summary	11	69	8	62	16	94
Dislike previous school	Primary	1	6	0	0	1	6
	Summary	1	6	1	8	6	35
Career exploration	Primary	5	31	4	31	2	12
	Summary	7	44	6	46	5	29
Job training; get ready for work	Primary	0	0	1	8	0	0
	Summary	1	6	2	15	3	18
Total	Primary	16	100	13	100	17	100
	Summary	23	144	20	153	37	218

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*See note on Table 4-4 for definitions of Primary and Summary.

a summary of all reasons for applying to the program. After selection into the program, members of Group C gave somewhat different reasons for applying: need for a "better program" or for a "change" markedly increased; desire for "career exploration" decreased. The most obvious hypothesis is that the earlier responses were sometimes affected by students' desire to be selected into the program, i.e., occasional efforts to give an answer sought by EBCE staff. Later, after selection, some students responded more objectively.

All evidence suggests that the two groups were quite comparable on the demographic variables at their time of selection. Since that time, each group has undergone some attrition. Statistical analysis by Chi-square test reveals no significant differences between the sets of cooperating members of these two groups.

Comparison of Group W with Group F. Group W (FWS) and Group F (Career Cluster Program) are dissimilar in distribution on four important demographic variables: grade level, age, race, and school curriculum. Group F has over one-half its population at tenth-grade level and has a correspondingly low age mean of 16.1 years (see Table 4-5). Group W has nearly one-half of its students at the twelfth-grade level and a mean age of 16.5 years. Both these figures are representative of the respective programs' past and current recruitment policies: the Career Cluster Program (CCP) at McClymonds emphasizes sophomore recruitment and is closed to new seniors; FWS continued its students from last year (now mostly seniors) and then recruited new students in equal numbers for each of the three high school grades.

The dissimilarity in ethnic representative is easily explained: Group F is drawn from McClymonds High School, whose population is all Black. Group W, the entire FWS population, is more than one-half White.

Finally, considerable difference exists between the two groups in the length of students' exposure to the respective programs, as shown by the following tabulation of FWS and CCP enrollments:

TABLE 4-9

ENROLLMENT TABULATION

Number of semesters in program (2/74):	5	4	3	2	1
Group W (FWS)	0	0	8	6	41
Group F (CCP)	16	0	24	0	60

Some 40% of Career Cluster Program students have been in the program at least three semesters; only 15% of FWS have this much experience. Both programs have large populations of newcomers. As previously mentioned, the mean number of semesters of program enrollment for students is 2.12 for the Career Cluster Program and 1.40 for FWS.

It is clear that any conclusions made from direct comparison of program outcomes between Group W and Group F must be made with caution because of the dissimilarity in composition of these two groups.

STANDARDIZED TEST RESULTS

As indicated in Section 2, most of the evaluation data were collected using instruments or procedures developed or adapted by the program staff for this purpose. This approach yields data which have the greatest content validity and maximizes the usefulness of the data for the program staff, but it does result in a very narrow frame of reference for data interpretation. Therefore, three standardized tests were administered to permit a somewhat broader frame of reference: The Iowa Tests of Educational Development (ITED); Career Maturity Inventory (CMI); and The Personal Orientation Inventory (POI).

The ITED scores are useful at this point in the year primarily for additional description of the FWS students. The tests will be readministered at the end of the year, when the scores may be useful as an indicator of program effectiveness. The other two tests (CMI and POI) were chosen primarily for use to allow some statistical control in the analysis and interpretation of end-of-year criterion data on program effects. The use of the test scores simply as useful initial descriptors of the student body would require heavy reliance on normative data to be meaningful. The test manuals present only very inadequate normative data, and no detailed analysis of the criterion-referenced value of the scores had been completed. Thus, the test data will not be presented in this report; the scores will be used in the analysis of data at a later time.

The ITED was administered early in November to all students enrolled in the Far West School. Two of the tests, Reading and Mathematics, were also administered by the program staff to the tenth- and eleventh-grade students in the Control Group, Group D. Scores for twelfth-grade students in the control group were provided by OPS as a result of their district-wide testing of seniors. This district-wide testing took place the last week in October and the first week in November, but included only the Reading and Mathematics tests from this battery. District-wide mean scores for 2,571 twelfth-grade students were also reported by OPS.

Means and standard deviations in raw score units are presented in Table 4-10 for several FWS student groups and for the Control Group. The definition of the FWS groups is given earlier in this section.

Table 4-10

ITED RAW SCORE MEANS AND STANDARD DEVIATIONS FOR FWS STUDENTS AND CONTROL GROUPS

Score	Group A (n=14)	Group B (n=20)	Group C (n=17)	Group D (n=12)
Reading (53 questions)				
Mean	25.36	19.35	19.06	17.92
S.D.	10.46	8.05	11.82	9.21
Mathematics (33 questions)				
Mean	15.50	13.20	9.65	10.42
S.D.	7.79	6.40	6.03	4.91
Language (79 questions)				
Mean	37.79	32.45	31.53	
S.D.	8.18	9.60	13.95	

As noted earlier, a comparison of students who entered FWS in 1972 (Group A) with those entering in 1973 (Groups B and C) is confounded to some extent by age and grade differences, since students in Group A are primarily twelfth-graders; the test was developed to discriminate among students in successively higher grades. Group A students appear to be somewhat more able than the more recently admitted students in all three skill areas. The two groups of students (Groups B and C) entering the school in 1973 are for all practical purposes equal in ability, even though the recruitment and selection procedures were different. Given the nature of these processes as described at the beginning of this section, there is no reason why the students should differ on these particular skills. Finally, the differences between Groups C and D (Experimental and Control) are no greater than would be expected by random sampling, which is the way these two groups were selected from the applicant pool.

Questions about the level of ability of FWS students relative to OPS students and with national norm samples can be dealt with only on a grade by grade basis, since this is the way the OPS and national norms data are presented. The only data available for OPS students are the grade equivalent scores for twelfth-grade students. The average grade score for these students is 10.6 on Reading and 10.1 on Mathematics; i.e., the OPS students on the average were appreciably below the national norm in these two scores. The grade equivalents for the 14 FWS twelfth-grade students are 11.6 in Reading and 10.2 in Mathematics. Thus, the FWS seniors may be somewhat more able than all OPS seniors in Reading (significant at about the 5% level), probably due principally to the way Group A was selected; they do not differ in Mathematics.

In summary, the FWS students are probably not markedly different from OPS students in Reading and Mathematical Skills, and the various groups of FWS students appear to be quite similar when the mix of students with respect to age is considered. On the average, however, both the FWS and OPS students are somewhat below the national norm group average.

SUMMARY

The 1973-74 FWS-EBCE students as a group are different from the comparable OPS students principally in ethnic group membership, sex, grade level, and age. Many of the differences are a function of recruitment and/or selection decisions made for the 1972-73 school year, when many decisions were made on an ad hoc basis and with a view to guaranteeing program survival. Some of the differences appear to be related to ethnic group aspirations and estimates of risk involved in an experimental, relatively unstructured school program.

The FWS students appear to differ little from their OPS counterparts with respect to the traditional academic indices. There are few identifiable differences with respect to family background variables either. With the exception of the students continuing in a second year of the program, there seem to be few differences among the FWS student groups recruited and selected at different times and with different procedures.

All of the groups--whether within FWS or OPS--are heterogeneous on all of the descriptor variables reported, and it seems likely that analyses to be done when data are available at the end of the school year will be fruitful in identifying relations between some of the descriptor variables and indicators of program effects.

SECTION 5: MID-YEAR DATA

STUDENT OPINION QUESTIONNAIRE

The Questionnaire. The Evaluation Directors at the four EBCE sites agreed to collect information from EBCE students concerning their opinions about various aspects of the program. For this purpose, a set of 38 questions was prepared covering reasons for entering the school, general attitudes toward the school relative to others the students had attended, and opinions about particular aspects of the school program. The questions were presented so students could answer each on a 5-point scale, with the two end points of the scales labeled "Definitely Yes" vs. "Definitely No," "Poor" vs. "Excellent," or "Not at All Important" vs. "Extremely Important," according to the nature of the questions. The opinion questionnaire is presented in Appendix A of this report. It was used by all four EBCE sites.

The questionnaire was designed to obtain opinions about the particular features of EBCE at the four sites, and so could not be meaningful to students in control or comparison groups. Therefore, it was administered only to students in the FWS student groups. Finally, the decision was made that a positive or negative opinion about the FWS would always be indicated by marking the same end of the scale on a given item, since this would simplify the task of the students responding to the questions. In making this decision, the EBCE evaluators recognized that positive or negative response set could have an influence on the responses to particular questions, thus possibly making individual question responses somewhat less accurate. It seemed best to use a simple method that could be biased in this way, rather than risk the antagonism toward the entire data collection activity that might result from the use of more elaborate methods necessary to reduce the response bias. The analysis and interpretation of the opinion data for FWS students was carried out in a way that might to some extent allow for this possible response bias, although the bias may be inherent in all of the responses.

Data Analysis. The questionnaire was administered to all FWS students, but the data and interpretation presented here are based only on those students who entered in September, 1973. The response to all of the questions indicated generally positive opinions about the FWS. Therefore, it seemed essential to establish some criterion for interpretation of these responses that would allow for the identification of the strongest features of the school, and of those which may need improvement. First, the 5-point responses were reduced to three response classes: positive, neutral, and negative. This reduction was based on the assumption that the choices between degrees of positive or negative opinion were largely idiosyncratic, and that the development of a much more sensitive instrument would be required to distinguish these with any real reliability. Second, the average number of neutral responses on all of the items was determined, and the assumption was made that if students were responding at random, half of the remaining responses would be positive, and half negative. This procedure permitted the determination of a set of expected frequencies for random responses of the 39 respondents who had entered FWS in September, 1973. Two students who entered at that time did not complete the questionnaire.

When tested against this criterion, all of the responses yielded statistically significant Chi-square values, indicating that the students were positive about the school and all of its features. This analysis was judged inadequate for identifying the school's outstanding features, so the responses were further reduced to positive vs. neutral or negative responses. The positive responses were then tested against a random-response criterion of 50% positive and 50% neutral or negative, using a t-test. Twenty-nine of the 38 questions yielded t-tests in excess of 2.00, so it was concluded that students are quite positive in their opinions on most, but not all, of the features of FWS.

The problem of positive-response set mentioned above made the interpretation of the resulting t-tests still somewhat uncertain, however. The decision was made to use the average value of "t" as a criterion for the identification of the features of the FWS program about which the students were most positive, as opposed to those features which, while positive, could be improved. This average value was 2.96; as it turned out, the minimum value for any t-test in excess of this was 3.25, which is, of course, a very conservative value as an indicator of positive opinions about the school.

Discussion of Results. The students were in general quite positive about attending FWS and felt more motivated to learn than at their previous school.

If faced with the choice again they said they would enroll again in the program. They were also quite positive in responding that the school provided more opportunities to learn about the future, to form career plans, and to learn about jobs than their previous school. Although the students were not predominately negative about any aspects of the program, they were less positive about the organization of EBCE and the feedback they received about their learning.

When asked their opinions of the resources available to them, students were very positive about the amount of choice they had in selecting employer sites and determining the time they spent at the sites; they had very positive opinions of the welcome they received at the sites. The students were somewhat less positive, or more uncertain, in their opinions of the general quality of the employer sites, the opportunities to do things rather than just listen at the employer sites, the interest in EBCE on the part of the employers, and the employers' awareness of student needs and progress.

The very positive opinions students held about activities in the program related to their interest in these activities, the fact that they could progress at their own rate, and the kind of personal counseling they could get. They were less positive about the apparent relation of activities at the learning center to the careers about which they were learning and the career counseling they could get in the program.

Finally, the students were very positive in looking forward to having jobs, having a choice of occupation, and believing that hard work could have an effect on achievement. They were appreciably less positive with respect to the opinion that most people receive satisfaction from their work, and are about evenly divided in their opinion of whether people work just to earn money.

The data from which these student characterizations were derived are presented in Table 5-1 which shows the questions, the frequencies in each of the three response groups, and the t-test value described above. The questions are presented according to the interpretive categories used in the preceding discussion; within a category, they are ordered from high to low on the t-test values.

TABLE 5-1

FREQUENCY OF STUDENT OPINION RESPONSES AND VALUE OF "t" FOR POSITIVE RESPONSE BY OPINION CONTENT CATEGORY

Content Category	Question	Response Group			t-test Value
		Neg.	Neut.	Pos.	
General Program	1. Have you liked attending the Career Education Program?	1	0	38	6.17*
	33. In comparison with past experiences in regular schools, how motivated are you to learn in the Career Education Program?	0	1	38	6.17*
	31. In comparison with regular schools, how much opportunity did the Career Education Program provide you for learning about occupations?	0	2	37	5.84*
	2. If you had it to do over again, do you think you would decide to participate in the Career Education Program?	2	2	35	5.19*
	23. Would you say the Career Education Program has helped you form career plans?	0	5	34	4.87*
	24. Would you say you've learned a lot while attending the Career Education Program?	2	4	33	4.54*
	26. How would you rate the general quality of the Career Education Program?	1	7	31	3.90*
	21. Through your experiences in the Career Education Program have you learned a lot about opportunities for the future?	2	6	31	3.90*
	32. In comparison with regular schools, how much opportunity did the Career Education Program provide you for general learning?	4	7	28	2.92

*Indicates a positive opinion, see text.

TABLE 5-1 (Continued)

Content Category	Question	Response Group			t-test Value
		Neg.	Neut.	Pos.	
General Program	25. How well organized and coordinated do you think the Career Education Program has been?	4	10	25	1.95
	6. Do you get enough feedback about how well you are doing in the program?	9	9	21	0.65
Resources	19. In general, have you felt welcome at the employer/resource sites?	0	6	33	4.54*
	10. Have you had enough choice in selecting the types of employer/resource sites you visit?	4	2	33	4.54*
	7. Have you had enough choice in deciding the amount of time you spend at employer sites?	2	6	31	3.90*
	8. Have you had enough choice in deciding the amount of time you spend in learning academic subjects?	5	5	29	3.25*
	29. How would you rate the general quality of the Career Education Program employer/resources you've worked with?	3	10	26	2.27
	16. In general, were the employer/resource personnel involved in the Career Education Program aware of your needs and interests?	5	8	26	2.27
	9. Have you had enough choice in deciding what you do at employer/resource sites?	6	7	26	2.27
	18. In general, have the employer/resource sites you've visited been interested in the Career Education Program?	2	13	24	1.62

TABLE 5-1 (Continued)

Content Category	Question	Response Group			t-test Value
		Neg.	Neut.	Pos.	
Resources	17. In general, at employer/resource sites did you get to actually do things, rather than just listen?	11	8	20	0.33
	20. Do most of the employer/resource sites you have worked with let you know how you're progressing?	7	18	14	-1.62
Activities	4. In the Career Education Program have you felt that you could progress at your own rate?	2	4	33	4.54*
	3. Have the activities available in the Career Education Program been interesting to you?	1	6	32	4.22*
	27. How would you rate the personal counseling available in the Career Education Program?	3	4	32	4.22*
	28. How would you rate the career counseling available in the Career Education Program?	3	9	27	2.60
	5. Have you seen much of a relationship between your activities in the learning center and the careers you have learned about?	1	14	24	1.62
Work and Jobs	14. In general, are you looking forward to working in a job?	2	5	32	4.22*
	15. Do you think you have much choice of occupations?	1	7	31	3.90*
	12. Do you think that if a person works hard enough, he can achieve anything?	5	4	30	3.57*
	11. Do most people receive much satisfaction from their work?	6	12	21	0.65
	13. Do you think that the main reason a person works is to earn money to live?	11	9	19	0.00

In addition to indicating opinions about the Career Education Program and related issues described above, the students were also asked to indicate on a 5-point scale the importance of seven factors in their decisions to enter the Career Education Program. The responses to this question are presented below, and are ordered from most to least important.

TABLE 5-2

RESPONSE FREQUENCIES ON DECISION TO JOIN THE PROGRAM

QUESTION: How important was each of the following factors in deciding to join the Career Education Program?

Factors	Not Important	Neutral	Important
° I wanted to learn about careers	1	5	33
° I wanted to choose my own learning style	3	4	32
° I wanted more freedom/independence	8	4	27
° I was bored with school	7	6	26
° I didn't like my previous school	11	3	25
° I wanted to prepare for a job	4	13	22
° I heard the Career Education program was easy	28	4	7

These data show that the decision to join the Career Education Program was a complex one for most students, and that a study of this problem would require more sophisticated information collection and analysis methods than were possible in the context of this particular device. All of the students indicated their intention to receive a high school diploma.

The Student Opinion Questionnaire also asked for information about the amount of time students worked for money outside their homes, and the extent to which such work, if any, interfered with school, social life, or extracurricular activities. Over half (53%) of FWS students reported working outside their homes for money in this school year. Of these, 18% worked less than 10 hours per week, 20% worked between 10 and 20 hours per week, 9% worked between 20 and 30 hours per week, and 2 students (4%) reported working in excess of 30 hours per week. The effects of work on other aspects of student living were reportedly of no consequence to 20 students who reported outside work. Four students reported interference with school work, and two reported interference with social life. None reported interference with extracurricular activities.

The final question posed to the students was a free response one that asked: "What changes, if any, would you like to see in the Career Education Program?" Eleven students chose not to answer the question at all, and five said, in effect, that no changes were needed. Table 5-3, on the following page, shows the free responses that were given and indicates the number of students who suggested the change.

Student Ratings of Importance and Effectiveness of the FWS Program in Fifteen Student Learning Areas. Students, parents and Resource Persons were presented with one common questionnaire item. It asked the respondent to rate each of fifteen student learning areas on two 5-point scales: (a) How important do you feel this learning is? (1 = Not important; 5 = Highly important), and (b) How effective do you feel the program has been in accomplishing this learning? (1 = Not effective; 5 = Highly effective).

Table 5-4 below presents the means for student ratings (N=55) with the fifteen learning areas re-ordered in terms of the size of the means for the ratings on program effectiveness. (The original item order is designated by alphabetical letter preceding the item.)

TABLE 5-3. STUDENT RESPONSES (CONDENSED) TO THE QUESTION: "WHAT CHANGES IN CAREER EDUCATION?"

N	Response
	Students:
2	A larger student body
1	A smaller student body
1	No 10th-graders
1	Better selected for maturity
1	Seniors only
1	Hold to a maximum of 60
	Organization:
2	Better organization, general
2	Better communications with students
5	Fewer forms to fill out
1	"Quit treating students as objects"
1	Clarify how graduation credits are earned
1	Revise Project Plan and Long-Range Planning Forms for greater specificity
	Student/Advisory Relationships:
2	More interaction
3	Add women advisors
	Content:
1	Faster feedback of test results
1	More art supplies and an art teacher
1	"Pretty" paper to write on
1	Newspaper facilities
1	More workshops in math and English
1	Packages in government and history
1	"Topics for projects are so specific students don't get the general subject knowledge from which the topic comes." Need a balance between general and specific learning
	Orientation Procedures:
3	"Improvement needed"
1	See more RPs and ROs at orientation
	Resources:
2	Add tutors
1	Bring RPs and ROs to FWS from time to time
2	Hold workshops and classes at FWS
1	More RPs, especially in media and law
1	Give RPs and ROs better understanding of program
	Miscellaneous:
1	"More time to make decisions"
1	Use the good and proved ideas of the Oakland Public School system
1	Keep the students up to the standards they had when they came and build on them
1	Let students receive phone calls
1	Help students get paying jobs
1	The junior colleges don't accept juniors this year
1	A better sports program
1	One or two students on the evaluation team
1	A new building
1	"People being a little neater"

TABLE 5-4

FWS STUDENT RATINGS OF PROGRAM EFFECTIVENESS
AND IMPORTANCE OF 15 STUDENT LEARNING AREAS (N = 55)

Item	Mean Effectiveness	Mean Importance
f. Be aware of more career opportunities	4.49	4.48
c. Assume responsibility for themselves	4.35	4.82
m. Have a positive attitude toward learning	4.22	4.50
d. Make decisions and follow through	4.18	4.54
e. Communicate with others in a mature way	4.14	4.42
g. Work with others	4.12	4.14
o. Improve interpersonal skills	4.04	4.28
j. Think through and solve problems	4.00	4.56
l. Have a positive attitude toward self	3.96	4.65
n. Prepare for further education	3.96	4.42
b. Be punctual and organize their time	3.90	4.42
k. Have a positive attitude toward work	3.75	4.31
h. Evaluate their own work	3.73	4.00
a. Perform specific occupational skills	3.67	3.86
i. Perform basic academic skills	3.38	3.98

The fifteen means are fairly close together. On the 5-point scale, all of them are above the mid-point with the lowest at 3.38 and the highest at 4.49. The overall mean on effectiveness for the fifteen items is 3.99.

In terms of the students' ratings, the FWS program is perceived as being relatively more effective in: creating awareness of career opportunities, helping students assume responsibility for themselves, having a positive attitude toward learning, making decisions and following through, communicating with others in a mature way, and working with others. Conversely, the relatively less effective aspects of the program are: performing basic academic skills, performing specific occupational skills, evaluating own work, having a positive attitude toward work, and being punctual and organizing time.

Student views of program effectiveness and of the importance of the fifteen areas are slightly different. In terms of importance, the five highest rated areas are: assuming responsibility, having a positive attitude toward self, thinking through and solving problems, making decisions and following through, and having a positive attitude toward learning. The five least important areas are: performing specific occupational skills, performing basic academic skills, evaluating their own work, working with others, and improving interpersonal and social skills.

In terms of the discrepancies between their mean ratings for importance and effectiveness, the FWS program is seen by students as being most deficient in: having a positive attitude toward self (4.65 vs. 3.96), performing basic academic skills (3.93 vs. 3.38) and having a positive attitude toward work (4.31 vs. 3.75). Areas of least discrepancy are: being more aware of career opportunities (4.48 vs. 4.49), working with others (4.14 vs. 4.12), performing specific occupational skills (3.86 vs. 3.67), improving interpersonal and social skills (4.28 vs. 4.04), and evaluating their own work (4.00 vs. 3.73).

PARENT OPINION QUESTIONNAIRE

Parents of students were asked to complete a questionnaire about their perceptions of the program. Six open-ended questions elicited parent opinions on (a) strengths and weaknesses of the program, (b) positive and negative changes in the student, (c) types of students who would benefit most from the program, and (d) how the parents learned about the program. Fifteen Likert-scale items and three other objective response items solicited parent opinions about program effectiveness, operation, and impact, paralleling information received from the students and the resource personnel. The complete questionnaire is located in Appendix A.

The questionnaires were mailed to all 55 of the parents or guardians of students in the program. At least partially completed returns were obtained from 36 (65%) of the parents, but some statistics are based on the 34 questionnaires received in time to be analyzed on the computer. One questionnaire was unsigned and could be used only where totals were involved. An examination of the set of returned questionnaires indicated that they were a representative sample in terms of student group membership (Table 5-5), grade level, LC group membership, and sex of student.

TABLE 5-5

NUMBER OF QUESTIONNAIRES PROCESSED

Part of Questionnaire	Student Group				
	W N=55	A N=14	OBC N=41	B N=20	C N=17
Part 1: Objective questions processed	34	9	25	14	9
Part 2: Open-ended questions processed	36	9	27	15	10
Percent of total group for open-ended questions	65%	64%	66%	75%	59%

Objective responses on the questionnaire were coded, and frequencies of responses in the various categories obtained. Open-ended questions were analyzed, and categories of frequently occurring responses were obtained. Where questions were left unanswered by some parents, statistics were calculated on the basis of the number of parents responding to the question.

Table 5-6 describes the fifteen items that are in Likert-scale form. The means used for ranking these items were computed from the 5-point scale, eliminating any missing data. The frequency distribution in this table reduced the 5-point scale to three categories: negative (level 1-2), neutral (level 3), and positive (level 4-5).

Parent Perceptions of EBCE Program Effect

As indicated by Table 5-6, parents were almost unanimous in their opinion that their child liked FWS better than other schools attended. They also felt strongly that their child was a much more motivated student and agreed that if they had to do it over again, they would want their child in the program. These three items were ranked among the top four, as indicated on Table 5-6. Parents were also asked if their son or daughter talked to them about the program. This question probably reflects personality characteristics more than program characteristics--which may have led to its location near the bottom of the distribution in Table 5-6, with 13 parents giving a negative or neutral response.

Parents were asked to comment on positive and negative changes in their son or daughter. Out of 72 write-in responses to these questions (with some parents listing more than one change) there were 12 references to negative change in the students. Seven of these negative responses had to do with problems related to student organization of time and activities.

Of the 60 positive responses, 34 parents were highly consistent in the portrayal of student growth. Fifty-one of the 60 responses mentioned positive changes in interest in school (10), decision making/planning (8), confidence/poise (8), independence, motivation, happiness (7 each), and maturity (4). In contrast, only four respondents mentioned changes in learning or thinking. One person mentioned an increase in career awareness and three mentioned increased student planning for the future and for college.

TABLE 5-6
PARENT OPINIONS OF
EBCE PROGRAM RANKED BY MEAN

No.	Question (Abbreviated Statement)	Reduced 3-Level Scale				Mean of 5-Level Scale
		Neg.	Neut.	Pos.	Omit	
3	How well does your son or daughter like the program compared with past school experiences?	0	2	32	0	4.79
7	How much opportunity does the program provide for learning about occupations?	1	0	33	0	4.76
10	How motivated is your daughter or son to learn in the program?	0	2	32	0	4.62
2	If you had it to do over again, would you want your son or daughter to participate in the Career Education Program?	1	5	28	0	4.44
20	How would you rate the enthusiasm of the Career Education Program staff?	0	4	25	5	4.34
11	How would you rate the approaches to learning in the program?	0	6	27	1	4.27
1	How well does the program compare overall with the past school experiences?	0	8	26	0	4.24
8	What effect has the Career Education Program had on helping your son or daughter form career plans?	0	5	29	0	4.24
18	How would you rate business and community resources in the program?	1	2	26	5	4.17
17	How would you rate the general quality of the Career Education Program staff?	1	5	21	7	3.96
19	How would you rate your overall relationship with the staff of the program?	1	9	19	5	3.93
14	How often does your son or daughter talk to you about the program?	4	9	21	0	3.82
9	How much opportunity did the program provide your son or daughter for general learning?	7	6	21	0	3.71
6	Have you received information about your son's or daughter's progress in the program?	14	11	9	0	2.71
15	How often have you had any contact with any program staff members?	15	16	3	0	2.47

One parent felt that the program had not led to much change in the student.

Overall, the parents' responses were largely confined to describing positive and negative changes in the students in the area of personal growth, rather than in the area of intellectual growth. One semester may be too short a time for observable change in thinking and learning patterns. It is, however, of interest that parents felt they were able to note positive growth in their sons and daughters in the life-skills areas.

Parent Perceptions of the Learning Program at FWS. Examination of Table 5-6 indicates that the parents as a group tended to rate highly the items concerning the unique learning aspects of the FWS program; with one exception, all items with means above 4.00 are related either to specialized aspects of the learning program or to the effect of the program on the student. The statement rated second by this group of parents was that the school provided much more opportunity to learn about occupations. In contrast parents rated a similar statement on the opportunity for general learning near the bottom of this ranked distribution, although the mean was still above the mid-point of the rating scale. Parents gave very favorable ratings to (a) their overall impression of the school and its approach to learning, (b) its help in making career plans, and (c) the quality of the resources.

Parents were asked to write opinions as to the weaknesses and strengths of the FWS program. In response, parents mentioned more strengths than weaknesses. Of a total of 102 responses (some parents gave more than one answer) 35% were concerned with negative and 65% with positive aspects of the program. Ten parents out of 36 did not mention any weaknesses. Only four parents did not mention any positive qualities. Parent concerns about the program were noted in four areas:

Student guidance and student-staff relationships. Eleven responses expressed concern over lack of guidance and/or lack of communication among staff and students. All these responses were from parents whose children were new to the school this year.

Curriculum. Twelve responses expressed concern. Parents of new and returning students had comments concerning inadequate curriculum (5), poor coordination (3), and lack of structure (4).

College preparation. Eight parents felt students needed more adequate college preparation and information.

Communication. Five parents expressed a need for more communication between school and parents.

Table 5-7 indicates that when parents were asked to write on strengths of the program, the most frequent response given (28) related to an aspect of student growth. Twenty responses emphasized the unique curriculum aspects of the EBCE program while 18 responses supported the characteristics of the school itself.

TABLE 5-7

GREATEST STRENGTHS OF THE
CAREER EDUCATION PROGRAM
AS REPORTED BY PARENTS

Category	Characteristic Strengths	Number of Responses	Total
Student growth	Act independently, responsibly, make decision	16	
	Increase confidence, ability to deal with others	4	
	Increase motivation	8	28
Curriculum	Career exploration	11	
	Experience-based work with adults, community	9	20
School Characteristics	Lack of regimentation, less structured, more open	7	
	Individualized guidance, small school	11	18

Overall, parents recognized as strengths aspects of the FWS program which are essential to the EBCE model. However, they also recognized problems related to the specific model, especially in the area of guidance and curriculum adequacy, although positive comments far outweighed negative for these categories. It was noted, however, that no parents gave positive mention to either academic preparation for college or communication with parents.

Parents perceptions of the Staff at FWS and Staff-parent relationships. Parents were asked to rate the staff on two dimensions: general quality and enthusiasm. It can be seen from Table 5-6 that parents perceived the enthusiasm of the staff as even higher than the general quality, although the mean rating for staff quality would be at the "very good" level. Staff enthusiasm was placed in the midst of the upper group of items in Table 5-6 which may indicate that, at least for this group of parents, staff enthusiasm is an important program element.

Parents saw their relationship with the staff as mildly positive but they rated at the bottom of the list -- with means below 3.00--the two items having to do with staff/parent communications. Sixteen parents indicated that they had attended no parent meetings in this school year; fourteen had attended one meeting and four attended more than one. Fifteen parents rated their contact with staff as "almost never" or "seldom" while another sixteen were at the neutral level. When parents were asked about feedback information, only nine felt they had received enough, or almost enough, information. It is also apparent that most of the omitted items had to do with parent-staff ratings, indicating that parents lacked enough staff contact to feel able to rate staff members with confidence. It appears that the main information available to parents on the program and staff at FWS comes from the students rather than from direct contact with the school.

Parent Perceptions of Student Who May Benefit

Thirty-three parents provided 52 responses to the question on the kind of student who benefits most from career education programs.

It is apparent from Table 5-8 that parents did not see the school as being primarily useful to students who were "problems"--in need of guidance and motivation. There are only five responses in that area while 25 parents mentioned positive qualities associated with good students, such as intelligence, motivation, self-discipline and independence. Eleven parents saw the program as advantageous for students who did not respond to the regular public school program.

TABLE 5-8

KIND OF STUDENT WHO BENEFITS

Kind of Student	Responses
Wants to learn, good student, intelligent, motivated to learn	13
Mature, self disciplined, independent	12
Doesn't respond to structured academic high school	11
Wants career orientation program	7
Needs guidance, direction, small school, not motivated	5
Some, most, all	4

Career orientation was mentioned seven times. The students with a need for career education are not the most likely to benefit, according to parents.

Parents' Ratings of Importance and Effectiveness of the FWS Program in Fifteen Student Learning Areas

Students, parents, and Resource Persons were presented with one common questionnaire item, which asked the respondent to rate each of fifteen student learning areas on two 5-point scales: (a) How important do you feel this learning is? (1 = Not important; 5 = Highly important) and (b) How effective do you feel the program has been in accomplishing this learning (1 = Not effective; 5 = Highly effective).

Table 5-9 presents the means for parents ratings (N = 34) with the fifteen learning areas re-ordered in terms of the size of the means for ratings on program effectiveness.

TABLE 5-9

FWS PARENT RATINGS OF PROGRAM EFFECTIVENESS AND IMPORTANCE OF 15 STUDENT LEARNING AREAS
(N=34)

ITEM	Mean Effectiveness	Mean Importance
l. Have a positive attitude toward self	4.47	4.91
c. Assume responsibilities for themselves	4.47	4.97
k. Have a positive attitude toward work	4.47	4.82
f. Be aware of more career opportunities	4.41	4.47
e. Communicate with others in a mature way	4.29	4.82
j. Think through and solve problems	4.12	4.88
d. Make decisions and follow through	4.15	4.97
m. Have a positive attitude toward learning	4.15	4.88
h. Evaluate their own work	4.15	4.61
g. Work with others	4.12	4.68
o. Improve interpersonal and social skills	4.06	4.41
b. Be punctual and organize their time	3.82	4.85
n. Prepare for further education	3.79	4.62
a. Perform specific occupational skills	3.75	4.00
i. Perform basic academic skills	3.44	4.70

The parents, like the students, are generally favorable in their ratings of the effectiveness of the FWS program in all fifteen areas. All ratings means are above the 5-point scale mid-point, with a range from 3.44 to 4.47. The five areas where the program is seen as relatively more effective are: developing positive self-attitude, being aware of more career opportunities, assuming responsibility for themselves, communicating in a mature way, having a positive attitude toward work. The five areas in which the program is seen as being relatively less effective are: performing basic academic skills, performing specific occupational skills, preparing for further education, being punctual and organizing time, and improving interpersonal and social skills.

The parents place the greatest importance on these areas: assuming responsibility (4.97 on a 5-point scale), making decisions and following through, having a positive attitude toward self, thinking through and solving problems, and having a positive attitude toward learning. These are the same five top areas, in slightly different rank order, for the student ratings of importance.

The five areas of *relatively* least importance for the parents are: performing specific occupational skills, improving interpersonal and social skills, being aware of more career opportunities, evaluating their own work, and preparing for further education. We need to stress the *relative* modifier; the lowest mean rating given by parents is a 4.00. In other words, parents perceive all fifteen areas to be of considerable importance.

In terms of discrepancies between their mean ratings for importance and effectiveness, the FWS program is seen by parents as being most deficient in providing for performance in basic academic skills (4.70 vs. 3.44) and in being punctual and organizing time (4.85 vs. 3.82). Conversely, the FWS program is least discrepant in making students aware of more career opportunity (4.47 vs. 4.41) and in preparing them to perform specific occupations skills (4.00 vs. 3.75).

RESOURCE OPINION QUESTIONNAIRE

The resource questionnaire was used to gather descriptive information about the resource site, student-resource relationships, and the Resource Person (or Organization) perceptions and attitudes toward EBCE. The form of the questionnaire, as well as the basic statistics for individual items, can be found in Appendix A. For purposes of exposition, data are interpreted in terms of simple descriptive statistics. It is not known how representative the data are of all resource sites. Reaction on the part of the resources to the task of completing a questionnaire this long and complicated was often negative. An extraordinary amount of staff time and energy was spent in following up the mailed questionnaire with telephone calls and personal visits to improve the response rate.

In view of the rather lengthy, in-depth nature of the resource questionnaire, the instrument was not sent to all resources. It was sent to resources involved in at least one Exploration or in more than one Orientation. The number of questionnaires sent to, and received from, each resource type is shown in Table 5-10.

The overall return rate was 60% (36 returned), though many of the respondents did not complete the entire questionnaire. When questions were left unanswered, statistics were calculated with data at hand, and various results have been calculated on different bases. Such variation is noted appropriately (if N=36, however, there is no note).

Upon receipt of questionnaires from the field, responses were coded numerically when possible; open-ended questions were categorized for frequently occurring responses. Counts were made for each item and appropriate percentages were calculated.

The data are assembled in three major categories: descriptive data, program operations data, and data on program impact.

Table 5-10 includes a breakdown of Resource Persons and Organization response rates when recruited by staff versus when recruited by students. The respondents represent a diversity of professions and careers in business, industry, education, and public service. Most are in the Oakland-

TABLE 5-10

NUMBER OF RESOURCE QUESTIONNAIRES SENT, RECEIVED, AND PERCENT RECEIVED FOR EACH OF THREE RESOURCE TYPES

Questionnaires	Staff-Developed Resource Persons	Student-Recruited Resource Persons	Resource Organizations	Total
Number sent	25	23	12	60
Number returned	21	10	5	36
Percent returned	84%	45%	38%	60%

Berkeley vicinity, but several are located in the San Francisco area. Organizational size ranges from companies employing a few persons to those employing more than a thousand. In the latter cases the specific learning sites were as a rule smaller sub-units of those organizations. Table 5-11 gives the median size of organizations and experience sites for the three resource groups.

TABLE 5-11

MEDIAN COMPANY SIZE AND NUMBER

Company Employees	Staff-Developed Resource Persons	Student-Recruited Resource Persons	Resource Organization
Number of employees in company	16.0	106.0	34.0
Number of employees at experience site	5.5	11.0	29.5

Participation of Resources

At the time the questionnaire was filled out, a typical respondent had participated in the program four to five months. Four, however, had participated approximately one month and another four had participated a year or longer.

Reasons for Participation. The main reasons given for program participation, in descending order of frequency with the number of responses given in parentheses are: interest (8), program goals (6), experiences offered (4), benefit to the resource (4), employer request to participate (3), enjoyment of students (2), liking for the EBCE approach (2). The following are examples of statements by resource questionnaire respondents:

Interest	"We're a public service agency and, of course, we're interested in developing a sense of such service in young people. Also, we feel responsibility to provide information and training that will lead to enlightened use of the environment." "I found out about it, it seemed interesting; further information from staff and students was positive; thus we became involved."
Program Goals	"The goals of the program are in agreement with many of my own personal conclusions about educational needs for young people." "I wanted to assist an education program that promised to help students make better decisions about their directions in life and jobs."
Experiences Offered	"The head of the University of California Department of Bacteriology and Immunology had previously dealt with Far West School and felt that it could be a productive experience."
Aid to Youth	"To expose high school girls to role models and show them what career options are available to them."
Benefit to Resource	"The first student was quite a good volunteer worker and we need help. The more volunteer workers we have (up to a point), the better program we can offer."
Employer Request	"It was an employer request that my company become involved, and I thought it would be interesting to participate."

Time Spent with Students. The distribution of the number of hours spent with a student per student site visit is distinctly bi-modal. Nine (31%) of 29 respondents reported one hour per student visit. Seven respondents (24%)

reported four hours per student. The median number of hours spent with a student was slightly less than four hours. Table 5-12 shows the frequency of various student activities by amount of time. Respondents reporting on how students spent their time at the learning site noted that the most frequent activity at the Orientation stage was brief observation of site operations. Following this came interaction with the Resource Person. Interactions with the RP became the most frequently reported student activity at the Exploration stage, and at the Investigation stage such interaction coupled with performance of site activities was most frequently reported.

TABLE 5-12

FREQUENCY OF VARIOUS STUDENT ACTIVITIES BY AMOUNT OF TIME

Activity	Amount of Time			
	Orientation	Exploration	Investigation	Weighted Frequency
Performing site activities	9	12	13	72
Interacting with me	16	13	13	71
Observing site activities	22	12	5	61
Interacting with other site personnel	12	11	9	61
Researching from site materials	4	12	5	43
Individual study	3	9	6	39

The frequencies were weighted by assigning a multiplier of 1 to Orientation activities, 2 to Exploration activities, and 3 to Investigation activities. The sum of the resulting numbers was computed, providing for an overall indicator of the frequency of a student's activity. The weighted totals show a high, medium, and low-frequency grouping for activities engaged in by students at resource sites. The high-frequency grouping includes performance of site activities and interaction with an RP. The medium-frequency group includes interaction with other site personnel and observation of site activities. The low-frequency group includes researching from site materials and individual study.

Table 5-13 below identifies the frequency with which various services were offered by resources and by amounts of time spent on each service.

TABLE 5-13

FREQUENCY OF SERVICES OFFERED BY AMOUNT OF TIME

Service	Amount of Time (hours)			
	Orientation	Exploration	Investigation	Weighted Frequency
Training to perform a specific job-related task in community	12	9	14	72
Company orientation	23	11	8	69
Career counseling	19	11	9	68
Evaluating individual students assignments	6	9	13	63
Planning student assignments	11	12	8	59
Personal counseling	10	9	7	49
Tutoring in academic area	8	9	5	41
Assisting students in non-job-related assignments	5	3	3	20

The services most frequently offered students during orientation were career counseling and company orientation. At the Exploration stage, the emphasis shifted to planning of student assignments, although career counseling and company orientation remained important. The Investigation stage emphasized training students to perform specific job-related tasks in the community and evaluation of individual student assignments.

The totals for Table 5-13 are weighted in the same manner as for Table 5-12. The weighted totals here indicate that resource personnel were most frequently involved in training students to perform specific job-related tasks in the community, career counseling, company orientation, and evaluation of individual student assignments. Resources were least involved in assisting students in job-related academic assignments and tutoring in academic areas.

Resource Perceptions of Student Attitudes

In response to questionnaire items concerning student interest in the EBCE program or in their specific resource sites, 22 of 31 respondents indicated that students were interested in EBCE, five were uninterested, and four were neutral. Of 32 resource respondents, 17 felt that FWS students were interested in their specific sites, seven felt that students were not interested, and eight felt students were neutral (see Appendix A for the response-frequency data).

Data in Tables 5-12 and 5-13 indicate that resource personnel are devoting major blocks of their time to student training in job-related tasks in the community, career counseling, product evaluation, interactions at the resource site, and performance of site activities. This finding seems to indicate a positive attitude toward the students which complements the resource perceptions of positive attitudes by the students. Resources might not be spending their time in these pursuits and might not be perceiving the students in a positive light if they themselves were not favorably disposed toward the program and participation in it.

Staff and Resource Interaction and Communication

The term "frequent contact" will be used in this subsection to mean contact occurring more than once or twice per month. "Infrequent contact" is defined as occurring less than once per month. Respondents were

TABLE 5-14

PERCENT REPORTING FREQUENT CONTACT BY VARIOUS MODES OF CONTACT

Type Contact	Percent Reporting Frequent Contact	Number Answering
Telephone	56%	27
Group Meetings	42%	12
Correspondence	40%	20
Individual Meetings	38%	21

asked if the EBCE staff provided enough information to permit effective RP direction of student activities at resource sites. Twenty-two (65%) of 34 respondents indicated they received adequate information. Among those who indicated inadequate information, four desired greater detail regarding their responsibilities, three wanted more information on participant students' backgrounds, and two wanted more follow-up information on students who had worked with them. On the question of feedback about what happened to students, ten (37%) of 27 respondents indicated they sometimes received adequate feedback. When asked if they had received adequate feedback about their own adequacy as resources, 14 (50%) of 28 respondents indicated they had received enough.

Strengths and Weaknesses of Far West School

The majority of respondents to the open-ended question regarding strengths and weaknesses of the FWS program focused on its positive aspects, particularly experiences to which students were exposed. Twelve respondents noted the benefit to students of being able to take part in the world of work; seven cited student familiarization with a variety of career opportunities. Six other respondents felt that one of the program's greatest strengths was the students' opportunity to learn responsibility. Other strengths listed by a few respondents included: contributions of students to a job; development of new modes of education; student opportunities to work with highly skilled persons; a chance for students to become motivated to learn; provision of on-the-job training; and providing students with a forum for their ideas.

Areas of program weakness identified by respondents vary but clearly demonstrate respondents' great interest in and concern for making the program more successful. Weaknesses cited include a lack of organization, namely, a lack of structure in instructional settings and insufficient communication between students and FWS. Other weaknesses less frequently cited include an inability of students to utilize fully their opportunities; the cost of the program; the program's neglect of basic skills; too few students visiting the resource; staff changes at FWS; lack of time to be with students; and excessive evaluation requirements.

Impact of the EBCE Program

Resource Persons, asked about EBCE's impact on their organizations, noted several kinds of student impact. Students affected "company training policy," according to nine (39%) of 23 respondents. Ten of 27 (37%) respondents reported some impact on the amount of work performed by employees. Seven (26%) of 27 respondents noted EBCE impact on the quality of employee work. And two (8%) of 24 respondents said involvement with EBCE had affected their company's hiring practices.

An overwhelmingly favorable response was given to the question about the value of EBCE's impact, although fewer than half of the questionnaire respondents answered this question. Of responses received, only one was unfavorable regarding the effect of EBCE on the quality of employee work, and only two were unfavorable regarding EBCE impact on quantity of employee work. Six (75%) of eight respondents thought the EBCE program had a positive impact on training procedures and eight (57%) of 14 indicated a positive impact on the amount of work done. Eight (35%) of 15 indicated a positive impact on the quality of employee work.

There were no negative employee reactions to EBCE according to the respondents. The most frequently cited benefit to regular employees was "increased awareness of youth," on which 18 (50%) of 36 respondents concurred. Also cited as a benefit was "increased interest in their own work" on the part of regular employees. This was checked by seven (19%) of the respondents. Seven others noted no identifiable beneficial effect from the presence of students. A few RPs indicated benefits such as reduced employee work loads and a higher level of motivation for training among regular employees.

Persons Best Suited to be RPs

Eight respondents to the inquiry regarding types of persons who should become resources indicated the need on the part of an RP to be able to relate to and communicate with students. An interest in youth was also frequently cited as important. Time and patience were listed by several as desirable traits for RPs. Three respondents indicated that a diversity of RP types was ideal.

Support of EBCE

The section of the questionnaire on support for EBCE was a measure of the willingness of RPs to give support to EBCE, and of their satisfaction with it; highly favorable responses were obtained. Of the 36 respondents, only one (due to lack of time) indicated that he would not continue to serve. Nine persons, the majority of whom were not in decision-making positions, indicated they did not know if they would continue to serve as resources. Twenty-six people (72%) affirmed that they would continue serving the program.

Another measure of the high RP support for EBCE comes from responses to the question, "Would you recommend to another person that he/she also become involved with EBCE?" Of 29 responses, 27 (93%) indicated "yes" to that question; this further documents the community support for EBCE and the community's willingness to help promote EBCE further to insure wide community participation.

The primary reason given by respondents for continued participation in the program was that of helping students (six respondents). Four respondents indicated their organizations actually benefited from student participation. Other reasons less frequently cited included: a liking for students; a desire to encourage students; approval of the program; belief in the program value to students; and opportunity to familiarize students with a certain career.

The most frequently cited reason that respondents would recommend EBCE participation to others was that it would increase the learning opportunities and experiences for youth. Also frequently mentioned was respondent liking of the program concept and benefits accruing to the Resource Organization as a result of participation. Some respondents noted help to students, increase in student motivation and independence; or a reduction of crime and welfare as bases on which they would encourage others to participate.

The high rate of respondent willingness to encourage further expansion of community participation in EBCE, coupled with the reasons cited for encouraging such participation, implies two conclusions: RPs have a high level of overall satisfaction with the EBCE concept, and they are satisfied with their own perceptions of their roles in the EBCE as implemented.

Respondents conveyed a strong sense of commitment to cooperate with and support EBCE. They were satisfied with their resource roles in the program and desired to strengthen communication between FWS staff and those individuals and organizations serving the school. The criticisms of the program are also well taken. RPs want and need more communication, more interaction with staff, and a better understanding of what individual FWS students are trying to accomplish at the learning sites.

Planning for the spring takes the above findings into account, LCs will visit three resource sites each week, in addition to making more frequent telephone contacts. By increasing this, as well as other planned resource-maintenance activities, FWS should be able to eliminate much of the concern expressed by the questionnaire respondents and, at the same time, strengthen resources and community commitment to career education.

Resource Personnel Ratings of Importance and Effectiveness of the FWS Program in Fifteen Student Learning Areas

Resource personnel were asked to complete one common questionnaire item, which was to rate each of fifteen student learning areas on two 5-point scales: (a) How important do you feel this learning area is? (1 = Not important - 5 = Highly important) and (b) How effective do you feel the program has been in accomplishing this learning? (1 = Not effective - 5 = Highly effective).

Table 5-15 presents the means for resource personnel ratings with data ordered in terms of the size of the effectiveness rating means. The total number of resource personnel completing the questionnaire is thirty-six (N=36). However, unlike the student and parent data, the resource personnel data are marked by a relatively high incidence of non-response, particularly with respect to the ratings of program effectiveness. For some items, nearly half of the respondents failed to give a rating, apparently because they felt they had insufficient experience (in terms of amount of time in the program, number of students they had worked with), that they had only a limited view of the entire program, or they were unwilling to cope with this complicated item after having already gone through the complex and lengthy questionnaire. To aid the reader in evaluating the items, the actual number of responses on which the mean rating is based is identified in parentheses beside each mean.

From the view point of the resource personnel, the FWS program is seen as being relatively more effective in preparing students to: work with others, be aware of more career opportunities, have a positive attitude toward learning, have a positive attitude toward work, and assume responsibility for themselves. Conversely, the FWS program is seen as being relative less effective in preparing students to: be punctual and organize their specific work, perform specific occupational skills, evaluate their own work, have a positive attitude toward self, and perform basic academic skills. None of the fifteen areas received mean ratings lower than the mid-point of the 5-point scale in terms of effectiveness. The lowest mean was 3.10; the highest was 3.86.

TABLE 5-15

RATINGS BY FWS RESOURCE PERSONNEL (ROs AND RPs) OF PROGRAM EFFECTIVENESS AND IMPORTANCE OF 15 STUDENT LEARNING AREAS

(Total N=36)

ITEM	Effectiveness Mean	(N)	Importance Mean	(N)
g. Work with others	3.86	(22)	4.58	(31)
f. Be aware of more career opportunities	3.77	(22)	4.23	(31)
m. Have a positive attitude toward learning	3.70	(20)	4.81	(31)
l. Have a positive attitude toward work	3.68	(19)	4.77	(31)
c. Assume responsibility for themselves	3.67	(21)	4.57	(30)
o. Improve interpersonal and social skills	3.58	(19)	4.16	(31)
n. Prepare for further education	3.58	(19)	4.16	(31)
e. Communicate with others in a mature way	3.50	(22)	4.57	(30)
j. Think through and solve problems	3.43	(21)	4.48	(31)
d. Make decisions and follow through	3.43	(21)	4.48	(31)
i. Perform basic academic skills	3.42	(18)	3.97	(30)
k. Have a positive attitude toward self	3.41	(22)	4.68	(31)
h. Evaluate their own work	3.55	(17)	4.35	(31)
a. Perform specific occupational skills	3.23	(22)	3.77	(31)
b. Be punctual and organize their work	3.10	(20)	4.63	(32)

In terms of importance, the resource personnel rate these five areas highest: having a positive attitude toward learning, having a positive attitude toward work, having a positive attitude toward self, being punctual and organize their time, working with others. The five areas with relatively low importance ratings means are: performing specific occupational skills, performing basic academic skills, preparing for further education, improving interpersonal and social skills, and being aware of more career opportunities.

In reviewing the ratings of students and parents, it was noted that students and parents rated the same five areas as relatively most important (assuming responsibilities, making decisions, having a positive attitude toward self, thinking through and solving problems, and having a positive attitude toward learning). The first five areas of rated importance for resource personnel agree with students and parents only in terms of the two positive attitude items (toward self and toward learning). On the other hand, resource personnel are in greater agreement with parents and students on what is relatively less important. All three groups rate performing specific occupational skills and improving interpersonal and social skills as being relatively less important (among the lowest five means). Moreover, both resource personnel and parents rate awareness of more career opportunities and preparing for further education as being of lesser importance. Finally, both students and resource personnel tend to give relatively low importance ratings to performing basic academic skills.

Interpretation of much of this section of the Resource Opinion Questionnaire needs to be tempered by the observations that there are extreme variations among items in no-response frequencies. No-response varies among items from extremes of 0 to 25. Whatever motives may be hypothesized to account for the often high and varied appearance of these no-responses, it is clear that substantial revision of the instrument is necessary before it is again administered to this EBCE resource group.

STUDENT ATTITUDE SCALES

Attitudes Toward Learning

The FWL-EBCE staff prepared a questionnaire on opinions about school and learning. This instrument has 21 items, nine open-ended questions and 12 objective questions. It was administered in January, 1974 to students enrolled in the Far West School program and to students belonging to selected control and comparison groups. The control and comparison group students were paid for the time required to complete this and other tests.

The results are first discussed in terms of the differences between two groups, the FWS 1973 Experimental Group C and the OPS Control Group D. The rationale for this comparison is based on the fact that these two groups are the only randomly assigned groups and therefore the only instance where differences between groups might be attributed to program effects. A brief discussion of the differences between two other groups, those entering FWS in fall, 1973 (Group OBC) and the OPS sample (Group E) follows. The differences between these latter two groups, examined in conjunction with the differences between the Experimental and Control Groups provide an opportunity for the reader to gain some impressions as to the impact the FWS program may have had on the participating students in general. The impressions must be tempered by the knowledge that selection procedures and initial differences in people might have confounded whatever program effects exist.

Not all the 21 questionnaire items are included in the following presentation. Some of the objective items were eliminated or not examined because they were ambiguous or judged distractor items; others because all the students chose the socially desirable response. Some of the open-ended items were not included because a large proportion of responses were program-specific and comparisons between groups could not be made. In addition, items which did not have any of the above characteristics are not reported if they did not differentiate between the Experimental and Control groups. The disposition of each of the twenty-one items may be found in Table 5-16. Detailed results of items are presented in Table 5-17 through 5-23.

TABLE 5-16

DISPOSITION OF ITEMS IN QUESTIONNAIRE

ATTITUDES TOWARD LEARNING

	Number of Items	Item numbers
Items dropped because most students chose the socially desirable, or neutral response.	4	(15, 16, 17, and open ended # 9)
Items dropped because they were distractor items	2	(18, 20)
Items dropped because either the question or the alternatives were ambiguous.	2	(11, 14)
Items dropped because comparisons could not be made (the responses given by each group were highly program specific).	2	(4, 6)
Items which were acceptable, but are not discussed because no differences appeared between the experimental and control group.	4	(10, 13, 19, and objective item # 9)
Total number of items discussed.	7	(1, 2, 3, 5, 7, 8, 12)
TOTAL NUMBER OF ITEMS IN THE INSTRUMENT	21	

TABLE 5-17

ITEM 1: WHAT ARE THE THINGS YOU ARE MOST INTERESTED IN LEARNING AT THIS TIME?

Coding Categories Used For Comparisons	FWS Experimental K=28 N=17		OPS Control K=31 N=14		FWS Entering K=66 N=41		OPS Representative K=55 N=31	
	freq.	%	freq.	%	freq.	%	freq.	%
Careers	2	7	4	13	7	11	3	5
Arts, Creative	6	21	5	16	14	21	8	15
School Subjects	7	25	13	42	11	17	17	31
Basic Education	2	7	0	0	5	8	0	0
Specific Fields of Work	2	7	3	10	10	15	9	16
Life	0	0	0	0	0	0	3	5
Other Responses*	9	32	6	19	19	29	15	27

Note: Percentages are based on the total number of responses (K). Because students gave more than one response, the K may be larger than the number of students in the group (N), but it cannot be assumed that every student responded to the question.

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*Non-differentiating or program-specific responses, see text.

TABLE 5-18

ITEM 2: ARE YOU LEARNING ABOUT THINGS THAT INTEREST YOU IN YOUR PRESENT CLASSES AND ACTIVITIES?

Coding Categories Used For Comparisons	FWS Experimental K=16 N=17		OPS Control K=14 N=14		FWS Entering K=39 N=41		OPS Representative K=31 N=31	
	freq.	%	freq.	%	freq.	%	freq.	%
Yes	9	56	6	43	27	69	16	52
No	5	31	3	21	6	15	9	29
Somewhat	2	13	5	36	4	10	6	19
Don't know/no answer	0	0	0	0	2	5	0	0

Note: Percentages are based on the total number of responses (K).

TABLE 5- 19

ITEM 3: HOW DOES YOUR PRESENT SCHOOL COMPARE WITH OTHERS YOU HAVE ATTENDED?

Coding Categories Used For Comparisons	FWS Experimental K=18 N=17		OPS Control K=19 N=14		FWS Entering K=46 N=41		OPS Representative K=35 N=31	
	freq.	%	freq.	%	freq.	%	freq.	%
Far West better/superior/ far superior Present school is better/ great	5	28	2	16	15	33	2	6
Much looser/more freedom	3	17	1	5	3	7	1	3
Freedom to learn what one wants to learn	0	0	0	0	7	16	0	0
Poor teachers/teachers don't care	0	0	2	11	0	0	2	6
Dull/boring	0	0	2	11	0	0	0	0
Better classes	0	0	2	11	0	0	1	3
The same/no difference	1	6	1	5	1	2	8	23
Other responses*	9	50	9	47	20	43	21	60

Note: Percentages are based on the total number of responses (K). Because students gave more than one response, the K may be larger than the number of students in the group (N), but it cannot be assumed that every student responded to the question.

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*Non-differentiating or program-specific responses, see text.

TABLE 5-20

Item 5: What opportunities do you have in your present school to choose what you study?

Coding Categories Used for Comparisons	FWS Experimental K=18, N-17		OPS Control K=16, N=14		FWS Entering K=52, N=41		OPS Representative K=45, N=31	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Unlimited Opportunity*	10	56	1	6	28	54	3	7
Not offered wide variety of/not many courses to choose from	0	0	2	13	0	0	3	7
Don't give courses I want/No courses I'm interested in	1	6	1	6	1	2	0	0
Not much/No opportunity to take what I want/Not allowed to choose	0	0	2	13	0	0	4	9
Other Responses**	5	28	10	63	19	37	33	73
Don't Know	2	11	0	0	4	8	2	4

Note: Percentages are based on the total number of responses (K). Because students gave more than one response, the K may be larger than the number of students in the group (N), but it cannot be assumed that every student responded to the question.

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*$p \leq .01$ for experimental versus control

**Non-differentiating or program-specific responses, see text.

TABLE 5-21

ITEM 7: IN WHAT WAYS DO YOU EXPECT YOUR HIGH SCHOOL EDUCATION TO BENEFIT YOU IN THE FUTURE?

Coding Categories Used for Comparisons	FWS Experimental K=20 N=17		OPS Control K=17 N=14		FWS Entering K=48 N=41		OPS Representative K=39 N=31	
	freq.	%	freq.	%	freq.	%	freq.	%
Be able to go to college/ prepare me for college	5	25	4	24	8	17	10	26
Getting a job/better job/ planning a career	6	30	4	24	19	40	11	28
Getting a diploma	0	0	1	6	2	4	2	5
Basic knowledge/basic learning	0	0	1	6	3	6	3	8
Learning about life, people responsibility	3	15	1	6	6	13	4	10
What kind of future I want/ decisions about future	2	10	0	0	4	8	1	3
Not a thing/no way	0	0	2	12	0	0	4	10
Other	1	5	4	24	2	4	3	8
Don't know/ no answer	3	15	0	0	4	8	1	3

Note: Percentages are based on the total number of responses (K). Because students gave more than one response, the K may be larger than the number of students in the group (N), but it cannot be assumed that every student responded to the question.

TABLE 5-22

ITEM 8: WHAT IS THE BEST WAY TO TEACH SOMEONE SOMETHING?

Coding Categories Used For Comparisons	FWS Experimental K=18 N=17		OPS Control K=17 N=14		FWS Entering K=48 N=41		OPS Representative K=38 N=31	
	freq.	%	freq.	%	freq.	%	freq.	%
Practical experience/ experience/do it/ try it/ let them do it	4	22	1	6	16	33	5	13
Explain it/show how to do it/go over step by step*	2	11	6	35	8	17	9	24
Teach something they are interested in/something they want to learn	1	6	1	6	3	6	7	18
Other responses**	11	61	9	53	21	44	17	45

Note: Percentages are based on the total number of responses (K). Because students gave more than one response, the K may be larger than the number of students in the group (N), but it cannot be assumed that every student responded to the question.

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*$p \leq .10$ for experimental versus control

**Non-differentiating or program-specific responses, see text.

TABLE 5-23

ITEM 12: THE PROGRAM I AM NOW TAKING IS: (OBJECTIVE ITEM)

Alternatives	FWS Experimental K=17 N=17		OPS Control K=14 N=14		FWS Entering K=41 N=41		OPS Representative K=31 N=31	
	freq.	%	freq.	%	freq.	%	freq.	%
Good for both planning a career and academic work	8	47	4	29	26	63	14	45
Good mainly for planning a career	7	41	2	14	11	27	6	19
Good mainly for academic work	1	6	3	21	1	2	6	19
*Not much good for either	0	0	5	36	0	0	4	13
Don't have a program	0	0	0	0	1	2	1	3
No answer	1	6	0	0	2	5	0	0

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[*] p $\leq .01$ for experimental versus control

In reporting differences between groups several things have been kept in mind. First, though results have not been given for all responses, the response categories with the highest frequency have always been included. Second, absolute differences in percentages have always been tempered by a consideration of the total number of people in the group, the distribution of responses over the categories and what information the question was requesting. In the comparison of the Experimental with the Control Group, t-tests utilizing proportions were used when appropriate; i.e., for some of the open-ended questions t-tests could not be performed because coding categories were collapsed. No tests of significance were performed on the differences between entering students and the OPS comparison Group E because initial group differences make tests inappropriate.

Comparison of Far West School Experimental Group C with Oakland Public School Control Group D. In comparing the responses of the Experimental Group with those of the Control Group, several important distinctions between the two sets emerge. The Control Group seemed to express opinions about school and learning which could be expected from students in a typical high school program. They did not feel they had any opportunities to choose what they would study, and were not particularly enthusiastic about their school. In contrast, the Experimental Group indicated they felt unlimited opportunities to choose what they would study and were rather positive about the Far West School. This is as expected. Most experimental groups involved in a personalized innovation are excited about it.

Although the Control Group indicated an interest in learning about specific school subjects, they were not as interested in the things they were presently learning as was the Experimental Group. They were conventional-school oriented in their ideas about learning. They felt they learned most from people who helped them plan their work, and felt the best way to teach someone was to show them, or explain it. The Control Group was shown to have a more negative attitude about the worth of their program on both of the items requesting a description of the program's benefits.

The Experimental Group, on the other hand, showed a more independent work style in describing the people they learn most from and the best way to teach. They tended to think practical experience is the best teacher more so than the Control Group. They were more career-oriented than the Control Group, and less academic-oriented in describing their program.

Comparison of all Far West Students Entering in Fall, 1973 (Group OBC) with OPS Representative Sample (Group E). This comparison examines the differences between the group who entered the Far West School program in fall, 1973 and a representative sample of Oakland Public School high school students. As might have been expected, FWS Group OBC is highly similar to its subgroup, FWS 1973 Experimental Group C, and the OPS Representative Group E is highly similar to the OPS Control Group D. The group of students entering FWS in the fall is more interested in learning about careers and artistic endeavors and less interested in learning about school subjects than the OPS representative sample. This group is highly positive about its experiences while at the Far West School. More than the OPS representative sample, members of Group OBC are learning about things which interest them and they feel their program is far better than programs at previous schools. Group OBC students seem to be rather positive in their feelings about Far West School. They feel they have an unlimited opportunity to choose what they study and feel their program is good for both academic work and career planning.

Attitudes toward Tests

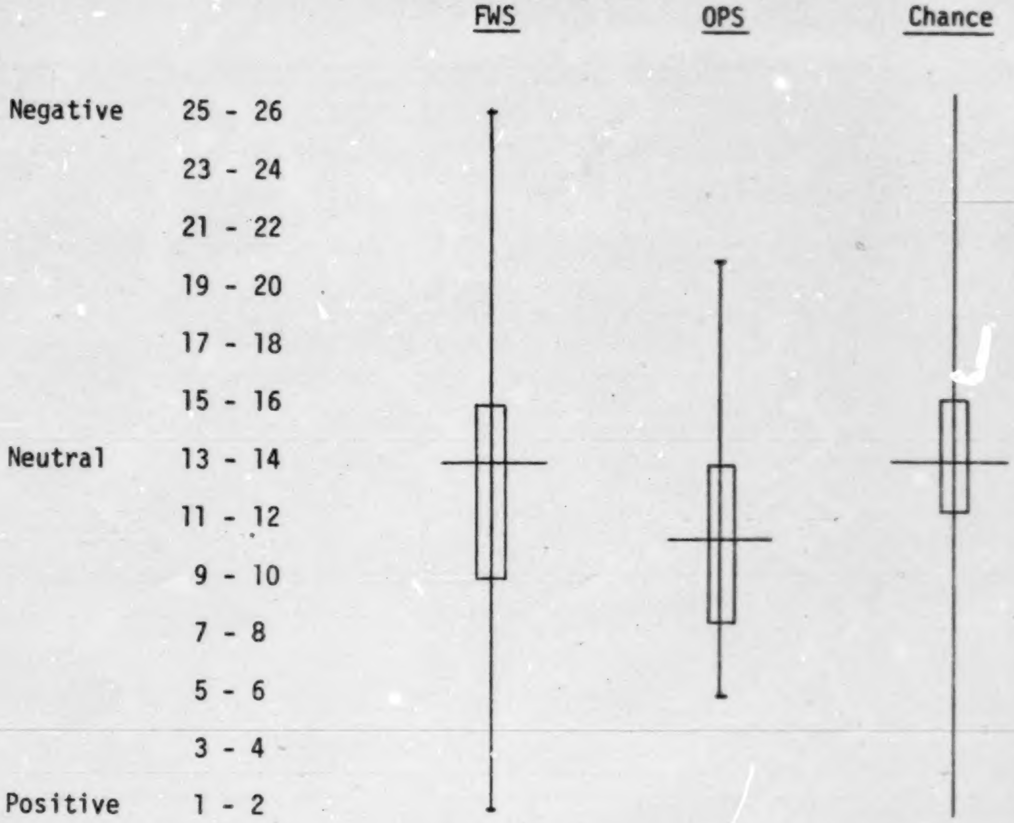
It was apparent to the evaluation staff that there might well be resistance to tests in some or many of FWS students as a consequence of the many instruments and the lengthy sessions which were devoted to diagnostic and evaluative testing early in fall semester. For this reason a decision was made to examine students' test-taking attitudes. (If such resistance was present, it appeared reasonable that giving students an opportunity to "go on record" might attenuate the effect of test-resistance in subsequent data collection at the end of the year.)

Questions designed to determine opinions about tests were arranged so that agreement or disagreement with a statement would randomly reflect a positive or negative attitude. Responses were then scored to yield a total score, with each negative opinion being given a score of +1, and each positive opinion a score of 0. Thus, since there were twenty-eight questions, the total score could range from 0 to 28, with a score of 28 indicating a student had negative opinions on all questions.

Figure 5-1 presents the total opinion scores for all of the FWS students combined (Group W) and for the OPS comparison group students (Group E). The vertical lines represent the range of scores. The horizontal lines represent the range of the points separating the four quarters of each group. The results that would have been obtained if the students had responded to each question randomly are also presented.

It can be seen that all of the student groups are somewhat more positive in their opinions about tests than would be expected if they had responded by tossing a coin. The FWS students are somewhat more negative than are the other student groups. Slightly more than one half of the FWS students are neutral or positive in their opinions about tests; more than three-quarters of the OPS student sample are in this range. There are, of course, some students in the FWS group who are quite negative. Some reasons for this have been suggested. Effects on the results obtained from other observations will be investigated in the future.

Although the FWS students generally were neutral in their opinions of tests, there are particular issues about which their opinions are quite negative. It was somewhat arbitrarily decided that a student group would be considered quite negative about a test item if 65% or more of its members made a negative response. (This is twice the standard deviation of the distribution of random responses.) Eight of the twenty-eight questions met this criterion for negative opinions. These eight questions, and the percent of negative responses are given on Table 5-29.



	FWS	OPS	Chance
Q3	15.5	13.5	15.8
Median	13.5	10.8	14.0
Q1	9.5	8.1	12.2
N	53	31	-

Fig. 5-1 . Distributions of FWS and OPS scores on Attitudes Toward Tests with chance distribution.

TABLE 5-24

STUDENT ATTITUDES ABOUT TESTS

Question	FWS	Key	E
2. I believe schools give too many tests.	69%	Agree	50%
5. I would have no objections to answering questions about my personal life.	69%	Disagree	52%
10. I believe it possible to find out how bright a person is by taking an intelligence test.	73%	Disagree	58%
11. I am looking forward to the day when I never take any more tests.	70%	Agree	29%
20. Test questions make me feel like arguing about the right answer.	66%	Agree	52%
24. I feel angry when I forget the answer to a question I should know.	71%	Agree	84%
25. I believe that most people cheat on tests if they can get away with it.	71%	Agree	90%
27. I am tired of taking so many tests.	80%	Agree	45%

Job-Related Attitudes

A factor analysis of the fifty-six items of Job-Related Attitudes Instrument was recently completed. There has been insufficient time to process and analyze item-factor scores for inclusion in this report. Test scoring and scaling are underway for the end-of-year analysis. From a cursory examination of individual item-response data, appreciable changes over the fall semester are not evident.

INTERVIEWS

As a means of augmenting the data from the broad spectrum of attitude questionnaires and scales treated above, a contractor, Human Factors Research, Inc., was engaged to conduct, analyze content, and interpret results of personal interviews with students, parents, and resource people. This externally-managed effort, it is felt, provides a needed perspective. The report of the study follows.

Introduction

This is an evaluation study based on interviews of Far West School (FWS) students, a randomly assigned control group of Oakland Public School (OPS) students, parents of FWS students, and Resource Persons (RPs) who had worked with FWS students. Information was obtained from these groups through personal and telephone interviews by professional interviewers. All student interviews were face-to-face; parent and RP interviews were done by telephone. The interviewers were experienced, primarily in marketing research surveys, but had had no prior experience or knowledge of Far West School. Three women started interviewing, but one was dropped because her interviews were taking too much time. The bulk of the interviewing was done by two interviewers who were randomly assigned individuals from the various groups.

Table 5-25 shows the sample size for each group and the type of interview conducted. The FWS (Experimental) students and the OPS (Control) students were randomly selected from the same applicant pool.* The FWS students started at Far West School this past semester and the Control students continued in regular high schools.

TABLE 5-25

INTERVIEW SAMPLE IDENTIFICATION

	Number	Interview Type
Far West School (Experimental)	16	Personal
Oakland Public Schools (Control)	14	Personal
Parents of FWS Students	26	Telephone
Resource Persons	28	Telephone

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*These are Group C (FWS) and Group D (OPS), as defined in Section 4.

The emphasis in the student interviews was on determining students' perceptions of their schools and their programs and of themselves in relationship to their programs. The emphasis in the parent interviews was on their perceptions about the FWS program in terms of its effect upon their children and on any changes they observed in their children as a result of the FWS program experience. The emphasis in the Resource Person interviews was on their perceptions of the worth of the FWS program, both to themselves and to students, and on changes they may have observed in students as a result of their experience with them.

During the student interviews, the interviewers wrote the students' responses on the questionnaire form and also tape-recorded them. After the interviews, the interviewer listened to the tapes and transcribed omitted, additional, or corrected information on the questionnaire form. The information on the questionnaires was coded by two professional coders, each with several years' experience at HFR. The coders themselves developed the response categories for each question from the interviewer-written responses; they did not assign responses to predetermined categories. Generally, a category was established if more than one response defined it; unique responses were placed in an "Other" category.

The detailed results of the study are given in Appendix C. A summary of the results with the students, the parents, and the Resource Persons is given in the following sections. The appropriate appendix table is referenced for each section.

The tabulated data are presented as percentages of the respective groups. It should be kept in mind that the percentage bases are small--therefore, any percentage differences between groups on any item of information should be viewed with caution.

Student Interviews

Student Perception of School and Program.

How FWS Differs from Regular High School (Appendix C, Table 1). The FWS students were unanimous in their judgments that FWS was indeed different from regular high school, and most of them preferred FWS to regular high school. The main reasons given for the difference were that at FWS the student could get practical experience (50%), learn what he wanted on his own schedule (31%), there was room for individuality (25%), preparation for the outside world (19%), and that he had more freedom (12%).

The Learning Coordinator's Job (Appendix C, Table 2). The Learning Coordinator was viewed as a friendly, helpful advisor. The statements mentioned most often were "helped me find RPs, ROs, CRs" (50%) and "like a close friend/ easy to talk to" (44%). No student characterized his job as that of a "teacher," although his monitoring function was expressed by some with such responses as "checks up on my activities" (12%) and "makes sure I fill out forms right" (6%). The perception of the Learning Coordinator's job did not differ greatly among the three LCs.

The Resource Person (Appendix C, Table 3). FWS students were asked whether they had benefited from their experiences with the Resource Persons. Nearly all said they had (94%). The reasons given most frequently were that they learned something or learned a lot (62%) and that the Resource Person helped them to decide on a career (12%).

The Resource Organization (Appendix C, Table 4). Most FWS students (56%) felt they had benefited from the Resource Organization, but some (31%) were sure they had not benefited.

The Community Resource (Appendix C, Table 5). Again, most FWS students felt they had benefited from the Community Resource (56%), while 12% said they had not.

Relative Value of Resources (Appendix C, Table 6). The FWS students were asked to rank the resources in order of their importance to them. The order was the Resource Person (75% first-place votes), the Community Resource (12%), and the Resource Organization (6%). The major reasons for the rankings given were that the Resource Person offers a one-to-one relationship (44%) and that one can learn more or learn a lot with a Resource Person (38%).

Attitudes About School (Appendix C, Tables 7 and 8). Both FWS and Control students were asked to give an overall judgment of their school and to indicate what they liked best and least about it. Table 5-26 (Appendix C, Table 7) shows the results. More FWS students (75%) than Control students (29%) had an overall, unqualified, positive attitude about their school. More Control students (50%) than FWS students (none) had an overall, unqualified, negative attitude about their school. The attribute "opportunity to make own schedule" was mentioned by more FWS students (44%) than by Control students (7%). A "particular teacher

TABLE 5-26

ATTITUDES ABOUT SCHOOL

	FWS	Control
Number	16	14
	%	%
Overall positive attitude	75	29
Overall negative attitude	-	50
Both positive and negative attitudes	25	21
Liked Best About School:		
Opportunity to explore interests	12	-
Opportunity to make own schedule	44	7
Everyone gets along	37	14
Freedom/independence (unspecified)	25	-
Explore life outside/in community	6	-
Exploring jobs	6	-
Particular teacher/particular class	-	89
Liked Least About School:		
Filling out forms/too many forms	31	-
All tests/tests are worthless	19	-
Things take too long to get done	6	-
Poorly organized/should be better organized	19	-
Staff cut off from students/need more information	-	-
Students don't have enough say	-	-
Don't like it/the school is bad	-	36
Classes wanted are always filled	-	14
Didn't learn much	-	14

or particular class" was mentioned by most Control students (89%) as what they liked best, but not at all by FWS students. The things liked least by FWS students were filling out forms (31%), tests (19%), and poor organization at FWS (19%). Some Control students said their school was all bad (36%), and others that the classes they wanted were always filled (14%) and that they didn't learn much (14%).

The FWS students were asked whether they preferred the Far West School or the regular high school and what school activities they missed. (See Appendix C, Table 8.) Nearly all (94%) preferred Far West School; only one student preferred regular high school. The regular school activity missed most by FWS students was sports (31%). A few students missed their friends and some specific courses, but most (56%) had not missed anything from regular high school.

Students' Perception of Themselves in Relation to School and Program.

After High School Plans (Appendix C, Table 9). Both the FWS and the Control students were asked what plans they had made for after high school. Somewhat more FWS students (81%) than Control students (64%) had made plans to go to college. More Control students (21%) than FWS students (6%) had made no plans at all for after school. The school program was judged to be helpful in making after high school plans by more FWS students (88%) than Control students (50%). Some Control students (43%) said the school was not helpful; no FWS student said this. The program was perceived to give the student direction for his future by more FWS students (38%) than Control students (none). The school program was judged to be "not relevant to the student's future" by more Control students (36%) than FWS students (none).

Decisions About Future Made This Semester (Appendix C, Table 10). Most FWS students (75%) and Control students (86%) had made decisions about their future this semester. Student groups differed in their source of information to help them make decisions: many more FWS students (52%) than Control students (7%) talked with people in their fields of interest about their possible future. Some Control students (21%) and some FWS students (19%) got help in making decisions from an advisor or Learning Coordinator.

Basic Skills (Appendix C, Tables 11, 12, and 13). All students were asked how they felt about their basic skills (writing, reading, math) now, what changes they had observed in these skills in the past semester, and whether their school had helped in any changes observed.

Writing (Appendix C, Table 11). Somewhat more Control students (64%) than FWS students (44%) had unqualified positive feelings about their writing skills. The statement "I can write well" was made more by Control students (36%) than by FWS students (12%). Two FWS (12%) and no Control students felt their writing could be improved. A change over the past semester, for the better, in writing skills was observed by more FWS students (38%) than Control students (14%). The statement "school has not helped me in writing" was made by more Control students (42%) than FWS students (19%).

Reading (Appendix C, Table 12). Most FWS students (88%) and Control students (93%) had positive attitudes about their reading skills. The statement "like to read" was made by more FWS students (62%) than by Control students (43%). A change over the past semester, for the better, in reading skill was observed by some FWS students (19%), and by fewer Control students (7%). The statement "school has not helped in reading" was made by some Control students (50%) and FWS students (44%).

Math (Appendix C, Table 13). Positive attitudes about their math skills were at low levels for both FWS students (12%) and Control students (29%). The statement "don't like math" was made by some Control students (43%) and FWS students (31%). "No change" over the past semester in their math skills was observed by approximately equal numbers of FWS students (69%) and Control students (64%). The statement "school has not helped at all in my math" was made more often by Control students (57%) than by FWS students (38%).

Attitudes About Self (Appendix C, Tables 14, 15, and 16). All students were asked whether, in the past semester, they had learned to express themselves, had learned to get along with people, and had learned more about themselves.

Learned To Express Self (Appendix C, Table 14). More FWS students (81%) than Control students (57%) felt they had learned something about expressing themselves in the past semester. The statement "I am able to express myself better on a one-to-one basis" was made by some FWS students (19%), but by fewer Control students (7%).

Learned to Get Along With People (Appendix C, Table 15). More FWS students (75%) than Control students (57%) felt they had learned something about getting along with people in the past semester. The statement "increased my confidence" was made by two FWS students (12%) and no Control student. More FWS students (44%) than Control students (14%) felt "I can meet people more easily now." Two FWS students (12%) mentioned they can get along with adults better now, but no Control student did.

Learned More About Self (Appendix C, Table 16). Most FWS students (94%) and Control students (86%) felt they had learned something more about themselves in the past semester. But the groups differed on the reasons for learning more about themselves: the reason "I had to think on my own" was made by most FWS students (69%), but by only a few Control students (25%).

Attitudes About Relationships With Adults (Appendix C, Tables 17 and 18). All students were asked whether they were treated as an adult and about some specific relationships with adults: "Can you speak up?" "Are you being listened to?" "Are you free to ask questions?" "Are you expected to be responsible?" and "Are you being talked down to?"

Treated as an Adult (Appendix C, Table 17). Somewhat more FWS students (94%) than Control students (71%) felt they were treated as adults. The statement "sometimes they don't listen" was made by a few FWS students (19%) and Control students (14%).

Specific Relationships (Appendix C, Table 18). Nearly all students felt that they could speak up and that they were expected to be responsible. No FWS students and two Control students felt they were not being listened to and not free to ask questions. There were some differences between the groups in attitudes about being talked down to: no FWS students felt they were being talked down to, but some Control students (21%) did.

Interviewer Judgments of Students (Appendix C, Table 19). The interviewers were asked to give their impressions of each of the FWS and Control students at the end of each interview. They were instructed to judge how well a student handled himself in the interview situation and to make any judgments they thought relevant about his behavior or demeanor.

Table 5-27 (Appendix C, Table 19) shows the results of the interviewer judgments of the students. Four dimensions were identified from the interviewer statements: the openness, confidence, skill in expressing himself, and maturity of the student. Note that not all students were judged on each dimension; the interviewer did not always make a judgment that could be classified into one or another dimension. In addition, the interviewer statements were rated to determine whether the interviewer viewed her relationship with the student as clearly positive, clearly negative, or both positive and negative.

TABLE 5-27

INTERVIEWER JUDGMENTS OF STUDENTS

	FWS	Control
Number	16	14
	%	%
Judgment:		
Open	56	57
Reserved	44	43
Confident	50	29
Unsure	31	65
Good expressing self	56	36
Poor expressing self	19	14
Mature	56	50
Immature	25	14
Overall Interviewer Judgment:		
Clearly positive	56	29
Clearly negative	31	36
Both positive and negative	12	36

Several things should be kept in mind when evaluating these judgment data. Although the interviewers were experienced in the interview situation, they were not trained observers of human behavior. Interviewers used their own references, whatever they were, in making their judgments; and they knew whether or not the student was enrolled at FWS. However, the interviewers' statements themselves were analyzed without reference to the group the student belonged to; and the overall rating was made from the interviewer statements about the student, and was not an overt judgment on the part of the interviewer.

The interviewers judged the FWS students to exhibit more confidence and to be better in expressing themselves; but they did not judge the FWS students to be any more open or mature than the Control students. Overall, the interviewers' judgments were more "clearly positive" toward FWS students (56%) than Control students (29%).

Parent Interviews

Parent interviews were conducted only for Far West School students. Parents of the FWS "experimental" group, as well as second year and non-experimentally selected first-year students were interviewed (N = 26).

Parent Attitudes About Far West School (Appendix C, Table 20). Most parents (65%) had a positive attitude about the Far West School, some had both positive and negative attitudes (27%), and a few had only negative attitudes (8%). The most frequent positive comments were that FWS offered an excellent practical program (23%) and that their children liked it better than regular school (23%). The most frequent negative comment was that there was not enough communication between the school and parents (15%). Criticism about lack of communication with the school also was voiced frequently when parents were asked if they wanted more information about the school.

Parent and Student Discussion About Far West School (Appendix C, Table 21). Most parents (69%) said the student talked with them about the program at Far West School; only a few (8%) said the student did not talk about the program at all. Most of the student and parent discussion about the program was about the projects the student was doing and his experiences in the field (58%).

Parent Observation of Changes in Student (Appendix C, Table 22). Table 5-28 on the following page (Appendix C, Table 22) is shown here because it perhaps best illustrates the generally positive attitude that parents have about the Far West School and the effect it is having on their children. They perceive their children as being more interested in school, working harder, more responsible, more confident, more mature--in general, more motivated and doing a better job than they had been before.

TABLE 5-28

PARENT INTERVIEW: CHANGES OBSERVED IN STUDENT

	Parents
Number	26
	%
More interested in school now/more involved	85
Working harder now/concentrating	65
More responsible now	54
Has more confidence in self/more self-worth	50
More mature/adult/grown-up	42
Plans to go to college now	38
Still not sure/changes mind about future	31
Goes to school regularly now, never did before	19
Gets homework done now	19
Seems happier now	15
More motivated now	12
Reads a lot now	8

Parent Comparison of Far West School and Regular High School (Appendix C, Table 23). In comparing Far West School with the regular high school, some parents said that FWS was much better all around (23%), that the student worked more and talked more about his work at FWS (19%), and that the student had more freedom at FWS (15%). But some parents also said they did not know enough about FWS to compare with regular high school (12%) and that FWS should have more classroom-type teaching (8%).

Resource Person Interviews

A sample of thirty resources was chosen for interviewing from among those who had experienced at least one exploration or two orientations with FWS students. Two of these resources were not reached, one because he was ill, the other because he had taken a new job and moved from the area.

Attitudes About Experiences With Students (Appendix C, Table 24). Table 5- 29 (Appendix C, Table 24) shows the reactions of the Resource Person to his experiences with FWS students. Most Resource Persons (71%) felt the experience was worthwhile to them, and a somewhat lesser number (64%) felt the experience was worthwhile to the student. The most frequent positive comments were that students learned a lot about a Resource Person's job and developed job skills (29%), that the student had been helpful (18%), and that the student benefited by being on the job (18%). The most frequent negative comment was that the student was not interested in the Resource Person's job or in what he had to say (14%).

Resource Person Observed Change in Students (Appendix C, Table 25). Resource Persons varied widely in the amount of time they had spent with FWS students, ranging from just a few hours to many hours over several months. Some felt that their time with the student was too short to observe a change (28%) and some that they had observed no change in the student (28%), but some did observe growth in the student's job knowledge and abilities during the period the Resource Person worked with him (43%).

In response to the general question about any other ideas not covered in the questionnaire, some Resource Persons complained about the lack of communication with the Far West School (28%). Some also mentioned that students should come more often to the job or should be on some kind of schedule (21%). However, some said they would like to have more students (15%), and only one said he was dissatisfied with the Far West School program.

TABLE 5-29

RESOURCE PERSON INTERVIEWS: ATTITUDES ABOUT EXPERIENCE WITH STUDENT

	RPs
Number	28
	%
Experience worthwhile to you?	
Yes	71
No	25
DK/NA	4
Experience worthwhile to student?	
Yes	64
No	32
DK/NA	4
Positive Comments:	
Student learned a lot about my job/developed job skills	29
Student has been helpful	18
Student benefited from being here	18
Student was responsible/mature	7
Student showed interest in my job	7
We have benefited from student being here	7
Negative Comments:	
Student not interested in my job/what I had to say	14
Student didn't know what was expected of him	7
Student not consistent in showing up	7

SUMMARY

A number of devices and procedures were used to obtain opinions about and perceptions of the FWS-EBCE program from students, parents and resources involved in the program. The results have been reported separately for each of the procedures, and for each of the groups of respondents. The apparent overlapping of information was intentional, in order to determine consistency of responses independent of the particular devices. It seems appropriate, therefore, to review briefly the conclusions about the program that can be generally supported by the variety of results.

Generally, all three groups of respondents were positive in their opinions of the school program. In fact, it seems evident that the pressure of time has resulted in the development of information collection devices that were deficient to the extent that they did not permit greater differentiation among the positive opinions. Nevertheless, it is possible to differentiate among relatively strong, adequate, and weak characteristics of the program.

With respect to Far West School generally, both the student and parent groups showed a clear preference for FWS in comparison with schools previously attended. Nearly all of those in each group said that on the basis of their experience with FWS, they would again make the decision to enroll (students) or approve of student enrollment (parents). The most commonly cited reasons by students for this approval were opportunities for career exploration, to pursue their own interests, and to direct their own time. The parents cited increased interest and motivation for school.

Both the parents and the students indicated that the organization of the school program needed some improvement, and in various ways cited the need for better communication and feedback among all of the participants in the program. Some of the Resource Persons noted this as well. For some students, parents, and Resource Persons there seems to be a need for more structure in the program, and perhaps more monitoring and direction of student's use of time. A few students also missed the opportunity to pursue particular academic subjects that had interested them in their previous school.

Overall, both the students and the Resource Persons felt they were profiting from the new relationships. The students viewed Resource Persons more favorably than Resource Organizations or Community Resources. They also had a favorable opinion of the Learning Coordinators. One-to-one relationships appear to be the important element for the students. Some students did express a desire for more activity at the resource sites, as opposed to passive listening, and while satisfied with the personal counseling, would like to have more career or occupational counseling. The Resource Persons said that a few of the students appeared to be uninterested in particular sites.

Positive effects of program participation noted, often by both parents and students, were increased student self-confidence, interest in projects, and opportunities to pursue career opportunities. All three groups were in agreement that there has been relatively less attention given to the improvement in basic skills, and to development in specific occupational skills or academic subject matter. Many students said, however, that they thought they had improved their skills.

SECTION 6: PROGRAM DEVELOPMENT DATA

INTRODUCTION

An integral part of the development process is the collection and analysis of data to guide revisions and improvements to the program. Each major component is tested according to a prespecified test plan, and results and recommendations are documented in field-test reports. This section of the report is a mid-year summary of highlights from the ongoing component testing. Results are presented on levels of student activity and productivity in their individualized learning programs; on the recruitment and use of learning resources; and on student diagnosis and orientation.

INSTRUMENTATION

In a highly individualized program the tracking of individual student's time and activities is both essential and difficult. In an experience-based model the study of the patterns of resource usage is equally essential and difficult. Evaluation of these elements was undertaken in the fall semester by the use of both quantitative and qualitative methods. Qualitative "soft" data include the results of interviews with students and Resource Persons (RPs), staff estimates of student participation, and student and RP opinions solicited through questionnaires and other written records.

STUDENT ACTIVITY REPORT

The major source of quantitative data on student participation in program and resource usage by the program was the Student Activity Report (SAR). This form is reproduced in Appendix D.

The SAR is a weekly report on activities and hours completed by the student. The student's task is to enter brief descriptions of all activities in which he engaged and to enter appropriate hours for each activity. The SAR is divided into four sections of which the first, Section A, covers the use of resources. Students list each resource contacted, indicate type (RP, RO, CR) and show the number of hours spent at the resource. Section B accounts for time spent in individual activities related to projects, such as reading, research, and report writing. Section C covers activities within the FWS Center, such as group and individual meetings, workshops, and tutoring. Section D covers external classes and physical education activities.

Students were asked to fill out the form on Fridays. The form takes only a few minutes to complete--most information is available on a weekly schedule on which the student has previously planned his activities for the week. The student's Learning Coordinator signs the report and it is then placed in the student's file.

Problems in the Collection of Data from the SAR

Two areas of difficulty are most apparent. The first has to do with the time interval covered. The current form was not put into use until the end of the eighth week of school. During the first portion of the semester students had been exposed to a number of forms along with a totally new school experience. Reporting of activities during the first part of the semester was inadequate and the data collected did not fit the new format adapted. In consequence, information collection from the SAR began with the ninth week of the school semester.

Although data collection has been continual since that time, the last three weeks of the semester were not typical of student usage of program elements because students were then in the midst of end-of-the-semester product completion and assessment. Therefore the eight-week section of the semester from 10-29-73 through 12-21-73 was chosen as the most appropriate time sample for use in compiling student statistics. However, when considering resource use by the program, where the interest is in total numbers and time spent, the eleven-week period from 10-29-73 through the end of the semester was used.

A second area of difficulty concerned the accuracy and completeness of the SARs. Initial difficulties were experienced, and indeed it can be said that continuing difficulties have been encountered in enlisting student cooperation in filling out the SARs. The initial three-week summary of SARs found that the students as a group had turned in slightly over 50% of the SARs. There was a gradual improvement in degree of reporting and also an emphasis on making up missing SARs so that by the end of the semester 71% of the students had turned in more than half of their SARs for the eleven-week period.

Student reporting has also been prone to inaccuracies and omissions. The evaluation unit and the operations unit have worked together to improve the quality of these reports. Because of the importance of these data to evaluation of program usage there has been a continual processing of the existing data (along with awareness of their limitations) and a drive to upgrade the quality of the reports.

An additional difficulty has been the staff time required in the tabulation of data from the SARs. The forms were originally set up to allow for computer processing but this procedure has not yet been implemented. The evaluation staff is working toward the mechanization of the processing of SAR data; this may be possible now that FWL has acquired in-house computer capability.

Form of Data Obtained from the SARs

Data related to student hours and activities in the FWS program was collected and totalled on the Student Summary Sheets at four time periods during the fall semester. Beginning with the week of October 29th, there were two three-week intervals followed by a two-week interval which comprised the eight-week segment used for student statistics. Data related to student hours have been converted to mean hours per student per week reported. An additional three-week segment was used to complete the report of resource usage for the fall semester. Data related to resource usage have considered the student SAR pool as a whole rather than by student.

The program variables on resource hours and FWS hours discussed in this section were formed from the SARs for this eight-week period by determining the mean hours for each student on the basis of the number of SARs submitted (mean hours per week per student). The median of this distribution of means was used to divide the group into high and low usage of Section A (resource) activities.

Data related to total resource usage were recorded from the SAR sheets into the "Record of Resource Use" books where a separate listing was kept for each resource in use. All usage of each resource was listed indicating the student(s) involved, the weeks visits were made, and the hours for each week.

Study of the Record of Resource Use indicates that the basic information unit for the study of resources is the "use unit" which is defined as one entry on one SAR sheet (one student's report for particular resource for one week). The Resource Use books compiled by the evaluation team over the fall semester are basically a compilation of use units organized by resource. The use units can be combined in different ways to show utilization of resources by type, over time, by amount of student use, by total hours, and by hours per student (level of involvement). These factors will be considered in the section on resource development and use.

RESOURCE ORGANIZATION OBSERVATION SCHEDULE (ROOS)

The ROOS was developed to provide a more objective source of information on student-resource interaction at resource sites. Specifically, it was intended to provide information on group Orientations at Resource Organizations by recording the content of the presentation and the behavior-affect of the participants over a series of short time intervals. The ROOS went through two revisions and was used by pairs of raters on four occasions and by one rater on a fifth occasion. The final version contains the portions of the form which were most successful during this period of use.

A description of the instrument and directions for its use are shown in Appendix D. Output formats have included figures showing contrasting ratings for RO personnel and students on scale variables and a chronological description of the total Orientation session developed from the observation record unit.

Development of the ROOS has focused on stabilizing the characteristics of the instrument and confirming its adaptability to a variety of RO Orientation situations. Reliability of ratings has been improved by revising the form to eliminate the portions which were found to contribute to ambiguity and cause rater difficulties. Procedures and definitions have been amplified and clarified. The instrument is now ready for further use as an aid to evaluating RO Orientations. Its applicability to other student-adult group interactions is now under study.

STUDENT LEARNING PROGRAMS

Each student's learning program is planned, focused, and documented by student projects. By monitoring student projects, FWS staff assures that each student is engaged in purposeful, planned, and documented learning activities. These activities are individualized according to students' interests, needs, and abilities; they are also intended to help students achieve broader learning-package and EBCE program goals.

Student programs at FWS ideally would involve the student in several individualized learning projects each semester. These projects would be supplemented by additional basic skills work planned by the student and the FWS Skills Specialist as an outcome of student diagnosis or student request. The program could include one outside course from a high school, community college, or other community agency. Finally, the program would include a student-planned program of physical education.

At FWS, it is intended that the students spend at least one-half their time in learning-site experiences with Resource Persons (RPs) or Resource Organizations (ROs). Student projects are required by the model design to include extended involvement with an RP or RO and to include objectives related to career development.

Though the design prescribes that student projects must include Explorations with RPs or ROs, in practice the inclusion of these experiences in projects was not always possible. There were not always RPs or ROs available in every area of interest which a student might wish to pursue. For example, one student doing a project on human evolution used the Lowie Museum of Anthropology, a Community Resource, but could not locate an RP with whom she could pursue her study.* Some students are initially hesitant about meeting and working with an unknown adult in the community. Such students were allowed to work on projects, outside courses, or other supplementary activities not requiring such personal contact while staff encouraged them to visit RPs or ROs for orientations. The aim was to find a suitable RP who would motivate the student to establish a learning relationship with a working adult.

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*This proved to be a persistent but not unexpected problem. Thus the staff encouraged students to develop their own RPs when necessary.

ANALYSIS

To assess the degree to which student projects designed this semester met the program goals, Learning Coordinators (LCs) were asked to identify for each student the number of projects completed and, of those completed, the number that included a career Exploration lasting at least ten hours with an RP or RO.* The number that included explicit career development objectives are also specified. The distribution of numbers of projects completed is shown in Table 6-1.

TABLE 6-1

COMPLETED PROJECTS

Number of Projects Completed	Number of Students
6	1
5	3
4	14
3	15
2	8
1	7
0	7

Forty-eight students completed a total of 145 projects during the fall semester. Of these projects, the LCs reported that 115 (80%) included explicit career development objectives and 72 (50%) included experiences with RPs or ROs of at least ten hours. However, the data also show that 7 students completed no projects at all and that 6 other students had yet to complete projects containing Explorations with RPs or ROs. At the end of the first semester, 13 of 55 students had yet to work with an RP or RO for a significant period of time.

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*A project is counted here as completed if it was sufficiently complete to receive OPS credit under the system described on pages 124-125.

It takes time for students entering an EBCE program to adjust to the freedom and begin using the new resources available. Staff members who have worked with students observed major differences between the quality and quantity of work by students who have been with the program a semester or more (Returning) and Entering students. A study of data collected on projects completed and credits earned by Returning and Entering students is illuminating.

TABLE 6-2

PROJECTS COMPLETED AND CREDITS EARNED
DURING FALL SEMESTER, 1973-74, BY ENTERING STUDENTS

	Number	Number of Projects Completed	Mean Number of Projects Completed	Total Credits Earned	Mean Credits Earned
Group A: Returning Students	14	47	3.4	40	2.9
Group OBC: Entering Students	41	98	2.4	89	2.2

Referring to Table 6-2, Returning students averaged almost one (.96) more project undertaken per student than Entering students; Returning students averaged .71 more units of credit earned during the semester. Returning students exceeded the norm of 2.5 Oakland Public Schools (OPS) units of credit; Entering students fell below the norm.*

Participation by a student in FWS should require at least twenty-five hours per week--the same as that required of students in OPS who aim to graduate on schedule. An accounting of time spent in program-related activities is required for each student through the weekly Student Activity Report (SAR). These reports are the basis for assessing the amount of time students spend in the program.** An examination of the reports for a typical eight-week interval during the first semester revealed the information in Table 6-3.

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*A student in the Oakland Public Schools must earn 20 OPS units to graduate. To graduate in four years (eight semesters) the student must average 2.5 units per semester. The typical semester class meets one hour daily and earns the student 0.5 OPS units. OPS students typically are enrolled in five classes each semester.

**Though the source of this information is the students and thus might be subject to some exaggeration, the time reports are approved by LCs before submission and should be reasonably accurate.

TABLE 6-3

WEEKLY PROGRAM ACTIVITY REPORTED BY STUDENTS

	Average Weekly Time Per Student (in hours)				
	0-9	10-19	20-29	30-39	40+
Number of Students	8	8	14	13	12

The median of weekly hours reported by students on the SAR was 28 hours. The table indicates that 14 students are reporting average activity within five hours of the desired 25, 25 students are reporting average time considerably in excess (30 or more hours), and 16 students are reporting considerably less time spent in program activities than desired.

A combined performance and time-based system for assigning credits to students has been developed by FWS and approved by the Regional Superintendents of the Oakland Public Schools. In this system, productive hours spent and quality of work performed on projects were assessed by a Credit Assignment Committee composed of the Director of Operations, the OPS Liaison Officer, the three Learning Coordinators, and the Skills Specialist. The system involved several steps:

1. Students were asked to submit a Request for Credit form in which they listed all projects completed and subject areas the projects represented. They were also asked to list any work done in basic skills, physical education, as well as any external courses taken.

2. LCs compared the project descriptions on the forms with the respective Long-Term Plan and Semester Plan forms filed by the students early in the semester.

3. The Committee examined final products of each student's projects (written essays, photoessays, slide/tape shows, art work, crafts products) and written statements from resources verifying products. Separately assessed were all written work done in basic skills areas and all external course work completed.

4. A summary report for each student was prepared by the LCs specifying the credits assigned. The LCs met with the individual students to obtain agreement. The student had the right to appeal decisions to the Committee but had to produce evidence to support the appeal. (One student appealed and his credit was adjusted because of additional evidence.)

5. Finally, the credit was assigned to the official FWS transcript and a student report was sent home to the parents, signed by the student, the LC, and the Director of Operations.

Standards established for credit attainment in the program have been maintained, as is documented in Table 6-4 by analysis of the distribution of credits earned by students in the program:

TABLE 6-4

DISTRIBUTION OF CREDITS EARNED, FALL SEMESTER

OPS Credits Earned	Number of Students
4.0	3
3.5	8
3.0	7
2.5	13
2.0	11
1.5	7
1.0	3
0.5	0
0	3

The mean of credits earned for the group of students reporting weekly program activity above the median was 2.65 OPS units; the mean of credits earned for the group of students reporting weekly activity below the median was 2.05 OPS units.

To check on data developed from the student-reported SAR hourly figures, each LC was asked to rate each student as either high or low in the use of external resources (RPs, ROs, CRs). Credits earned by these two groups were computed. These data show that the mean credit earned by each of the two groups is quite different: the group of students judged as high users of resources had a mean credit earned of 2.97 OPS units; the group of students judged as low users of resources had a mean credit earned of 1.70 OPS units.

Considering that some 39 of 55 students are participating at least close to or well above the desired level of 25 hours weekly, it would be expected in terms of the model design that the level of resource involvement desired (12 hours weekly, or 50% of the time) would also be met by most students, but this is not the case. The data for the eight-week period chosen is shown in Table 6-5.

TABLE 6-5

TIME SPENT AT RESOURCE SITES
AS REPORTED BY STUDENTS

Average Weekly Time with RPs or ROs		
Returning Students	Entering Students	All Students
7.5 hours	6.3 hours	6.5 hours

Considering 10 hours reported as representing an acceptable level of weekly activity at resource sites, and four hours as an unacceptable level, the distribution of students may be seen in Table 6-6.

Only 19 students reported adequate time at RPs or ROs, and of the 36 other students, 18 were spending fewer than four hours weekly at resource sites.

TABLE 6-6

WEEKLY STUDENT ACTIVITY AT RESOURCE SITES BY GROUP

	Returning	Entering	Total
Acceptable (over 10 hours per week)	4	15	19
Low (between 4 and 10 hours per week)	6	12	18
Unacceptable (less than 4 hours per week)	4	14	18

CONCLUSIONS

From the information collected on student program activity, several conclusions can be drawn:

1. Returning students have been more effective in their learning programs than Entering students.
2. Several students are actively engaged in the program but are not always performing as intended by the model design (i.e., some students are accomplishing much, but are using Community Resources and college classes rather than Resource Persons or Organizations). Although a few students are not performing at all, most of those who are not acting as planned are functioning in the program nonetheless.
3. The overall level of student activity is high, but overall usage of resource sites is lower than desired on projects completed.
4. Credit earned through the semester has successfully been related to the amount of overall participation.

As reported in Student Orientation (later in this section), the orientation during the first three weeks of the semester fell short of its objective to prepare the students to plan and execute projects. Clearly, the deficiencies in student orientation had a lingering effect on students throughout the semester and is partly responsible for the low number of projects completed by some students. However, the students did gain an understanding of project planning procedures as the semester progressed, and early indications are that the level of student activity in planning and executing projects is increasing in the second semester.

RESOURCE DEVELOPMENT AND USE

The resource development function involves activities and procedures to identify, recruit, develop, and maintain experience-based learning resources. The outcome of these processes is a pool of volunteer individuals and organizations available for student use in pursuing individualized learning projects and programs. Information about these resources is transmitted to students and Learning Coordinators in the form of Resource Guides, which include suggestions for learning objectives and activities that students might pursue in working with the resources.

Evaluation of resources in the past few months has centered around the study of student usage of developed resources. The sequence has been: (1) initial resource development, (2) a study of patterns of resource usage, (3) a revised plan for resource development.*

RESOURCE DEVELOPMENT

Development files indicate the following figures in Table 6-7 for staff-developed Resource Persons and Resource Organizations during the fall semester.

TABLE 6-7

RESOURCE PERSON AND RESOURCE ORGANIZATION DEVELOPMENT
SEPTEMBER 1973 TO FEBRUARY 1974

	Number Available 9/1/73	Number Becoming Inactive	Number Added	Number Available 2/15/74
RPs	70	19	58	103
ROs	7	1	6	12

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*Procedures for the development of Supplementary Resources (Community Resources, Instructional Materials and the Tutorial Pool) will be specified and reviewed for outcomes and effectiveness, but are not scheduled for formal evaluation according to a specified evaluation plan.

In September, 1973, 70 individual volunteer Resource Persons were available for student use. The number available in February, 1974 is 103. Three of the original 70 became RO representatives (the employee of a Resource Organization who serves as the primary liaison with Far West School); 19 were dropped from the "active" pool and 55 were added.

The most common reason given by RPs who withdrew from the program was a change in job. Some others dropped because they lacked the time to work with students. Where RPs did drop it was often possible to replace them with another person at the same site. Only one RP, a self-employed artist, was dropped by an FWS staff decision. These figures are shown in Table 6-8.

TABLE 6-8

REASONS FOR CHANGE IN STATUS OF RESOURCE PERSON

Reason for Change	Number of RPs Dropped	Number of RPs Replaced at Site
Changed jobs	9	7
Lack of time	4	2 (already on hand)
Another RP at site primarily working w/student	2	2 (already on hand)
Unable to contact, or site temporily unavailable	2	0
Rejected by staff	1	0
Deceased	1	1

Seven Resource Organizations were available to students in September. One has dropped for lack of time to work with students, and six have been added for a current available pool of 12.

The current pool of 103 Resource Persons work for 84 organizations, including 27 commercial concerns and 57 nonprofit organizations.

The size of organizations represented by Resource Persons include 40 organizations with 10 or fewer employees, 24 organizations with 10 to 50 employees, and 20 organizations with over 50 employees. Of the 12 Resource Organizations committed to work with FWS students, 6 are nonprofit and 6 are commercial concerns. Two have less than 10 employees, two have 10 to 50, and 8 have over 50.

In addition to efforts to increase the total pool of available RPs and ROs, resource development has focused on increasing resources in those career families where resources were scarce and providing the resources necessary for those learning packages which would help students plan projects in subject areas required for graduation by the Oakland Public Schools. Table 6-9 shows the distribution of Resource Persons and Resource Organizations by Career Family in September, 1973 and February, 1974. It can be seen that there were increases in the number of career families represented by RPs except for Construction Trades. The number of career families available within ROs also increased.

RESOURCE USE

The effectiveness of the resource development efforts by staff (and students) can be tentatively assessed from data collected to date about student use of resources. The following data were derived from Student Activity Reports for an eleven week interval from October 29th to mid-January. Resource usage has been considered by the major categories, RP, RO, CR, and by whether the resources were staff-recruited or student-recruited. Student-recruited resources are considered an integral part of the program and account for a considerable portion of the activities at resource sites, as is shown in Table 6-10 and Table 6-11.

Student-recruited RPs and CRs accounted for the largest blocks of hours. However, the total time spent with RPs (staff and student developed) was approximately the same as for all other resources combined. An inspection of the use units indicates that student-developed CRs accounted for more SAR entries than all RPs. In general, students are more involved with RPs in terms of hours spent but make more separate CR visits.

TABLE 6-9

DISTRIBUTION OF RESOURCE PERSONS AND RESOURCE ORGANIZATIONS
BY CAREER FAMILY, SEPTEMBER 1973 TO FEBRUARY 1974

Career Family	Resource Persons			Resource Organizations		
	9/1/73	2/15/74	Change	9/1/73	2/15/74	Change
Engineering, Physical Science, Mathematics, Architecture	14	23	+ 9	2	3	+1
Medical and Biological Sciences	7	20	+13	1	4	+3
Business Administration	8	17	+ 9	3	5	+2
General Teaching and Social Science	10	17	+ 7	1	3	+2
Humanities, Law, Social and Behavioral Sciences	18	26	+ 8	0	3	+3
Fine Arts, Performing Arts	9	11	+ 2	0	1	+1
Business, Sales	6	12	+ 6	2	3	+1
Technical	2	12	+10	4	3	-1
Mechanics, Industrial Trades	2	6	+ 4	2	3	+1
Construction Trades	1	1	0	2	2	0
Business, Secretarial-Clerical	3	6	+ 3	3	4	+1
General, Community Services, Public Service	7	13	+ 6	1	7	+6

*Each unit under Resource Organizations represents a department or division of the organization which may include several employees available to work with students. Many RPs and all ROs represent more than one career family.

TABLE 6-10

TOTAL HOURS SPENT AT RESOURCE SITES BY 55 STUDENTS DURING AN 11-WEEK INTERVAL

How Recruited	Type of Resource		
	RP	RO	CR
Staff	645	640	42
Student	902	-	857
Total	1547	640	899

TABLE 6-11

TOTAL USE UNITS* ACCUMULATED AT RESOURCE SITES BY 55 STUDENTS DURING AN 11-WEEK INTERVAL

How Recruited	Type of Resource		
	RP	RO	CR
Staff	143	101	12
Student	118	-	269
Total	261	101	281

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*A use unit is one entry on an SAR sheet--one student's report of visiting one resource during one week.

Table 6-12 considers characteristics of student usage of staff-recruited and student-recruited RPs and staff-developed ROs. During the eleven-week interval, 28 (40%) of 70 available staff-developed RPs were visited by students. These 28 RPs provided 58 Orientations (1-9 hours with each student seen). Fourteen (50%) of the 28 RPs who worked with students were involved in Explorations (10-39 hours) with students, involving 26 student Explorations. One was involved with a student at the Investigation level (40 plus hours).

By comparison, although students spent more total hours with student-recruited RPs than with those developed by staff and more individual adults were involved (48 compared to 28), student contacts with persons they themselves recruited were much less likely to lead beyond a brief one-time visit. Of the 48 student-recruited RPs visited by students, 30 (63%) were involved with students only at the Orientation level, 12 (25%) worked with students at the Exploration level, involving 13 student Explorations. Six student-recruited RPs (13%) worked with students at the Investigation level, characterized by extensive hands-on experience and 40 plus hours with the students. In four of these cases, however, the student simply recruited his current supervisor on a part-time job or volunteer activity to serve as his personal RP for a project involving Outside Work Experience as well as other credit.

It is not surprising that RPs who have been contacted by staff, informed about the program, and engaged in a discussion of potential learning activities at the site are almost twice as likely to become involved in more extensive interaction with students beyond the Orientation level. Staff-developed RPs, once visited, are also over three times more likely to be seen by other students (57% of those visited saw more than one student in the 11-week interval as opposed to only 17% of the student-recruited RPs). The existence of written information on file about a staff-developed RP, supported by testimony from students who have visited the RP, provides the impetus for other students to use the resource. Judging by whether students opt for Exploration level activities, their initial visits to RPs they recruit themselves are less likely to be successful or to lead to other students wanting to use the resource. This is a problem not with the fact that students are recruiting their own RPs, but simply with their ability to do so effectively and then to provide information to other students and staff about their successes.

TABLE 6-12

RESOURCE UTILIZATION BY 55 STUDENTS DURING AN 11-WEEK INTERVAL

Category	Staff Recruited RPs	Student Recruited RPs	ROs
Number RPs/ROs Available			
As of February 1974	103	48	12
During interval*	70	48	7
Number RPs/ROs Utilized During Interval			
By 1 Student	12	41	1
By 2 Students	8	6	1
By 3 Students	3	1	1
By 4 or more students	5	0	4
Total	28	48	7
Number of Activities Involving RPs/ROs			
Orientations	58	58	40
Explorations	26	13	5
Investigations	1	6	5
Total	85	77	50
Number of Sites Used			
Orientations only	13	30	0
Explorations	14	12	3
Investigations	1	6	4
Total	28	48	7

*Number of Resource Guides available to students and Learning Coordinators did not equal the number of resources willing to work with students due to staff delays in producing guides and a decision to release guides for resources in packages only with the completed package. Current development practice makes information available to students and staff as soon as commitment is obtained from resource.

The development staff is currently contacting all those persons reported on Student Activity Reports (SARs) who are student-recruited RPs, to see if they would be available to work with other FWS students. Student recruitment of RPs is highly desirable and less costly for an EBCE program.*

Information on utilization of RO sites was augmented by use of the Resource Organization Observation Schedule (ROOS). ROOS was used at the beginning of the fall semester for the dual purpose of instrument development and data collection. It was used to record Orientations for students at five sites: Rhodes, Southern Pacific, Moore Business Forms, Oakland Housing Authority and Pacific Rotaprinting. Use of the form with pairs of raters at four of the above sites led to the elimination of certain features of the schedule and retention of others.

Results obtained with the ROOS indicate that it is able to show both the content of the presentations and the reactions of students to the presentation. Student reactions are shown by the level of ratings on the word-pairs and by the amount of interaction in the form of questions and other participation. Examination of observations of Orientations at the five sites show a relatively low level of student interest and participation, although the material was generally considered to be well prepared. Ratings of the students' interest were generally lower than those for the Resource Organization representative.

Previous Tables in this section have summarized the time spent at RO sites as reported on the SARs. Total use units and student hours are roughly equivalent to that spent with staff-developed RPs. The seven ROs available to students accounted for 640 student hours, as compared with 645 hours for 70 staff developed RPs. However, since only 14 students used the ROs and nine of these did Explorations or Investigations, the hours per student at ROs were high. The initial lack of enthusiasm evidenced by the reaction to Orientations appears to be contrasted with a high level of involvement in ROs for a small group of students.

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*It should be noted that student recruitment of learning resources has resulted in a significant decrease in costs for this function between the first and second quarters of the current contract year. This is reported in the second Quarterly Report, March, 1974.

PLANNING FOR RESOURCE DEVELOPMENT

The development staff is concerned about the amount of student use of the staff-developed RP pool (only 40% visited in an eleven-week period, and only 15 or 21% of 70 available used for extended student/RP interaction in Exploration and Investigation level activities), especially in view of the development time and costs involved. At least one full professional staff day goes into identifying a potential RP, arranging an appointment for an interview, conducting the interview, writing the RP Guide, obtaining the RP's comments and corrections on the Guide, and revising the Guide as necessary. Developers report that writing the RP Guide alone requires approximately a half day. Data from the Student Activity Reports account for 54 Explorations and Investigations with RPs or ROs, though Learning Coordinators report 72 completed projects involving Explorations or Investigations. If data from the first eight weeks of the semester were sifted in detail, the number of RPs who have worked with students might include one-third more than reported. But even if data for the semester were complete, we would still have no evidence to conclude that our extensive development efforts prior to any student's becoming involved with a Resource Person are necessary. Now that there is a sizable pool of well-developed RPs, the development staff is in a position to experiment with the development process to see if costs can be reduced and benefits increased by a redistribution of staff effort.

The program will encourage and formalize the process of student development of RPs by offering training to students desiring to recruit RPs in areas of special interest. The development staff will follow-up with all student recruited RPs to be sure they understand the program, suggest learning activities for the student at the site, and confirm the individual's willingness to work with other FWS students. Whether an RP is recruited by students or staff, the staff will obtain and file for student and LC use a minimal description of possible student activities at the site by having the RP, or student, or staff developer complete a Potential Resource form.

Development staff time, previously devoted to writing extensive RP Guides for each RP contacted, will be devoted more to going with students who have decided to do an Exploration or Investigation with an RP to visit the RP and work out activities for that student as well as identify other possible learning activities at the site. An RP Guide will be written only for those RPs with whom students choose more extensive involvement. At least some of the suggested specific learning activities in the Guide will be written with a student in mind, and the RP should have a clearer understanding of staff and student expectations.

Implementation of these recommendations was initiated in February. Early indications are that the two-step process from Potential Resource form to finished Guide does lead to prompter use of resources and to more useful Guides.

STUDENT DIAGNOSIS

The purpose of the diagnostic program was to provide students with information about themselves to help them plan their Far West School learning programs.

Diagnostic procedures required that a report be written and made available to each student and his or her Learning Coordinator by the end of the three-week orientation period, in which long-term planning was scheduled to begin. The reports were to integrate information about each student's interests (both expressed and measured), abilities, FWS and Oakland Public Schools (OPS) requirements to be met, and educational and career plans. It was to conclude with recommendations for the kind and level of career development and educational activities seen by the diagnostician as appropriate to the student's unique combination of needs, interests, and abilities. Each student's Learning Coordinator then discussed the report with the student.

Table 6-13 summarizes the information collected, the instruments used, the problems encountered, and the action taken to resolve them. In addition to problems shown in the table, there was general concern about students' motivation to take the interest inventory and the abilities test and about the conditions of test administration. Many students made negative comments about the tests during and after testing sessions; tests had to be rescheduled several times because students did not show up to take them, and many students needed repeated reminders to complete self-administered diagnostic instruments. In addition, when tests were administered in large groups, conditions were somewhat crowded, and it was difficult for the test administrator to maintain student rapport, cooperation, and interest in the test.

EVALUATION OF DIAGNOSTIC PROCEDURES

The Test Plan provided for the following data to be gathered and analyzed in order to evaluate the effectiveness of the procedures:

Assessment of Preliminary Diagnostic Report. This instrument has two parts: part one consists of a set of questions LCs were to ask students during or immediately after students' diagnostic interviews; part two contains

TABLE 6-13

SUMMARY OF DIAGNOSTIC INFORMATION COLLECTION

Information Needed	Instruments to be Used	Major Problems Encountered	Action Taken
OPS Requirements	Public School Transcripts	Inaccuracies and/or delays in receipt	LCs obtained, verified, and provided students with their course and credit requirements
Far West School Requirements			
Mathematics (grade level performance)	ITED	Could not be scheduled until October—results available approximately a month later	Percentile norms were obtained from the DAP
Reading (grade level performance)	ITED	Could not be scheduled until October—results available approximately a month later	Percentile norms were obtained from the DAP
Writing	Instrument developed by FWS	Not developed by beginning of semester	LCs and the Skills Specialist conducted informal diagnosis and are monitoring progress
Oral Communications	Instrument developed by FWS	Not developed by beginning of semester	LCs and the Skills Specialist conducted informal diagnosis and are monitoring progress
Expressed Interests	Initial Student Planning Form	No major problems	
Educational and Career Plans	Initial Student Planning Form	No major problems	

TABLE 6-13

SUMMARY OF DIAGNOSTIC INFORMATION COLLECTION (continued)

Information Needed	Instruments to be Used	Major Problems Encountered	Action Taken
Measured Interests	PLAN Interest Inventory	Self-administered—eight students did not complete	Students received repeated reminders; diagnostic reports were delayed for eight students who did not complete the inventory
Abilities	Developed Abilities Profile (DAP)	Group administration—necessary to administer several times because students did not show up	Rescheduled until all students had completed

questions for the LCs themselves to answer concerning the student's diagnostic interview. Forty questionnaires were received. The dates on the questionnaires suggest that many were either not completed at the time of the diagnostic interview or that the interview itself did not occur until late in the semester.

Follow-Up Assessment of Preliminary Diagnostic Reports. This questionnaire was completed by students at the end of the semester during summative evaluation mid-year testing. Forty-nine were received.

Long Term Planning Forms. A sample of students' Long Term Planning forms were to be analyzed to determine the effect of diagnostic information on students' planning. Examination of the sample revealed that only five out of 20 of these forms were completed after diagnostic interviews.

RESULTS AND CONCLUSIONS

Data analysis and observation during the conduct of student diagnosis led to the following general conclusions:

1. Students objected to the information collection stage of diagnosis. In addition to the observations already mentioned above about the difficulties encountered in obtaining the information, approximately 75% of the student comments made about the diagnostic program on the Follow-Up Assessment of Preliminary Diagnostic Reports were complaints about testing.
2. Students did react positively to their diagnostic reports. Approximately 75% reported on the Assessment of Preliminary Diagnostic Report that they liked the reports, and LCs reported on the same questionnaire that 90% of the students were interested in their reports.
3. Students did find test results useful in helping them think about long-range plans. Analysis of the Follow-Up Assessment of Preliminary Diagnostic Reports indicate that approximately 60% found the Developed Abilities Profile scores useful; 73% found the results of the PLAN Interest Inventory useful; and 71% found the recommendations made in diagnostic reports useful in helping them to think about long-range plans.
4. Students did not know the purpose of diagnosis. When asked on Follow-Up Assessment of Preliminary Diagnostic Reports, "What is the purpose of the diagnostic testing program?", only three students out of 49 indicated that it was to provide them with information about themselves. A large number of students did not respond to

the question at all or answered with rather vague comments such as, "...to see what you were like and what you are." Some confused diagnosis with evaluation, stating that the purpose of the test was to measure their progress and thereby measure the effectiveness of the school.

5. The opinions of the three LCs about the usefulness of the diagnostic reports varied. The overall judgment of one LC was that the reports were not useful; another judged them to be useful; and the third found them more useful than not. The responses on Table 6-14 to questions on the Assessment of Preliminary Diagnostic Reports reflect these conflicting opinions. It appears that judgments regarding the usefulness of the reports in this case were not related to their content, but that the LC was the significant variable.
6. Producing individual written diagnostic reports was not an efficient and cost-effective way to present diagnostic information to students and LCs.

PLANNING FOR DIAGNOSIS

Based on the test findings and the problems encountered during the conduct of the diagnostic program, diagnostic procedures will be revised to specify that the following conditions be met:

1. OPS transcripts are obtained and verified before the semester begins. This will necessitate making arrangements to obtain transcripts directly from the Oakland Schools data bank as soon as they are processed at the end of the semester, and developing procedures for verifying them with OPS counselors.
2. Writing and oral communications scales and the procedures for using them are included in the revised procedures.
3. Procedures for administering the basic skills tests are developed so that seniors are tested on the first day of school, juniors on the second, and sophomores on the third day of school to obtain grade-level performance in reading and mathematics. Instruments to specifically diagnose problems of students who do not perform at the minimum required eighth-grade levels or who wish to improve their skills in these areas are identified and/or developed.
4. The purpose, nature, and limitations of all diagnostic tests are explained to students, with an explanation of how tests results will be used.
5. Interest inventories and abilities tests are made optional for students. Students who are not able to express interests or who have foreclosed a particular occupation are strongly encouraged to take at least an interest inventory to give them an empirical base on which to begin exploring careers.

TABLE 6-14

LC JUDGMENTS ON USEFULNESS OF DIAGNOSTIC REPORTS

Question	No. of Students in LC Groups	LC's Impression	
		Yes	No
Did the diagnostician's recommendations stimulate thought about and aid in the formulation of the student's long-range plans?			
Learning Coordinator-3	15	13	2
Learning Coordinator-1	11	7	4
Learning Coordinator-2	14	1	13
TOTAL	40	21	19
Do you think the report will enable you to help the student in program planning?			
Learning Coordinator-3	15	12	3
Learning Coordinator-1	11	8	3
Learning Coordinator-2	14	0	14
TOTAL	40	20	20
Do you think the diagnostic report had any effect on the student's thinking about his or her long-range plans?			
Learning Coordinator-3	15	13	2
Learning Coordinator-1	11	6	5
Learning Coordinator-2	14*	1	12
TOTAL	40	20	19

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*The LC judged only 13 of 14 students on this question.

6. Initial diagnostic testing is limited to the collection of information necessary to ascertain students' needs in relation to high school requirements (reading, mathematics, writing and oral communications), using the most reliable, valid and economical instruments available.
7. Diagnostic tests are administered individually or in small groups so that the test administrator is able to maintain student rapport, cooperation, and interest in the test, and so that crowding and distraction do not affect student performance.
8. LCs are to write one to two page summaries before the semester begins to integrate the diagnostic information available about their continuing students into the student's file.

It seems clear that the primary reasons for deficiencies of diagnosis during the first semester were (a) delays in completing reports and providing timely information for individual planning, and (b) inadequate orientation of the students (and possibly the LCs) to the purposes of diagnostic testing. Also, the concurrent pre-testing for program evaluation undoubtedly created confusion in the minds of the students about the purposes of the diagnostic instruments and contributed to delays in administering, interpreting, and using diagnostic results. The favorable reactions of the students to the diagnostic reports and their opinions that the information was useful indicate that the instruments and procedures are basically sound. The procedures are being revised in accordance with the recommendations listed above. Together with improved scheduling and coordination they can be expected to provide an effective diagnostic program.

STUDENT ORIENTATION

The purpose of student orientation is to help students make the transition from traditional classroom learning to the EBCE curriculum. It was designed to (a) allow students to begin taking responsibility for making decisions by choosing among optional activities and scheduling, and (b) provide enough structured activities so they would know what was expected of them at Far West School. The three-week orientation program was to have emphasized:

1. program planning processes including long-range, semester, and project planning;
2. learning resources (what they are, how they are used and located);
3. organizational structure of FWS and its administrative procedures;
4. diagnosis of students' needs (discussed in the preceding subsection);
5. student adaptation to the program (by requiring them to participate in activities related to items 1-4).

ORIENTATION METHODS

The following methods were to be used for accomplishing the five goals above:

- workshop discussions within the Learning Coordinator (LC) advisory group structure, with a maximum of ten students per workshop;
- group discussions and practice in completing forms within the student group;
- student visits to resources, preceded by preparation from the LC in the student group, followed by discussions with the LC and other members of the student group. These visits to resources were to have served as self-discovery activities through which the student would see a need for planning ahead before going to a resource and would learn to use the resource effectively;
- self-instruction using modules of the American Institutes for Research Career Guidance Program;
- completion by each student of a mini-project which would synthesize most of the elements listed above.

Problems in Implementing Orientation Procedures. Schedules did not allow time to design staff development workshops that would (a) help LCs understand the underlying concepts of the orientation program, and (b) prepare them to use the procedures as they were written. Instead, the document was distributed to Operations staff and informal group meetings were relied on to clarify the meaning of the procedures. This problem was compounded because one of three LCs was newly hired and had received little training. Of the other two LCs, only one had served as an LC the previous year.

There were problems with the availability and use of learning resources. The staff did not have as many in its active file as anticipated and not all of these were written up in resource guides for students' use. Two Resource Organization orientations were scheduled for early in the second week with career explorations following immediately for some students. These orientations and explorations came too soon for our students and insufficient time for student/LC feedback was provided between the orientation and exploration experiences.

The methods that were suggested in the procedures were not followed precisely. LCs decided to spend much more time with students individually than in groups, and when they did meet in groups there were usually 15 or more students. The workshop, with planned role plays and simulations, was not used as much as planned. In addition, the LCs gave up the idea of the mini-project, feeling that students were not interested in it and wanted to get into their "real" programs. This clearly indicates a misunderstanding of the intent of the mini-project on the LCs; the mini-project could well have been developed around their regular activities. In retrospect, the Development and Operations staff concluded that a mini-project would have been an effective means of giving students the complete picture of planning a project, executing it, and receiving credit for it. Some students did not fully understand the entire process until credits were assigned at semester end.

DATA GATHERING METHODS

Listed below are the methods which EBCE staff used for gathering evaluative data during and after orientation:

- A Student Orientation Objectives Checklist was distributed; the LC and student were to complete it together as the student completed the orientation objectives.
- Weekly LC questionnaires were used during orientation to gather information about the problems and the successes students were experiencing during that period.
- Tapes of LC discussion sessions were made in which they elaborated on successes and problems during the orientation.

- A questionnaire was given to all students immediately following orientation to elicit their reactions to the program. Only 17 students returned this and an analysis of these 17 showed them not be a representative sample of FWS students. (There was a preponderance of females, Whites, and those who planned to go to college.)
- The staff drew a random sample of 15 students, 5 from each LC group, and reviewed their files closely to see whether they had completed orientation objectives.* This judgment of their completion of orientation objectives was compared with that of their LCs. Three months later, the staff interviewed 11 students to find out whether orientation was helpful in the long run.
- Operations and Development staff members were given a questionnaire which required them to prioritize both the information students should receive during orientation and the orientation methods. This will be used in making revisions in the orientation program.

The weekly LC questionnaire and taped discussions were of limited use because they were immediate, often emotional, reactions to the problems LCs faced during orientation. Thus, while they may identify some problems, they do not go far in suggesting viable solutions.

RESULTS

Based on the review of the sample of files, it was concluded that students did not complete most of the orientation objectives. There was a discrepancy between the LC's assessment of the student's completion of the objectives and the assessment by the member of the procedures team. Based on the limited sample, it was tentatively concluded that student learning fell short of expectations. They were still weak in program planning, using resources, question asking, time management, and planning projects.

Student Attitudes to Orientation. From the 17 questionnaires and the 11 student interviews (both somewhat biased samples) several conclusions were reached:

- The most frequent complaint (made by approximately 65% of the students) was that testing came during the first part of orientation and that too many forms were required. At least four recommendations were made that the purpose for both tests and forms be more clearly explained and that more help be given in assisting students in completing forms.

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* Using a table of random numbers, a random sample of 5 new students, plus 2 alternates, was drawn from each LC group, for a total sample size of 15 plus 6 alternates. The 11 students who were interviewed consisted of 8 of the original 15 in their random sample plus 3 of the alternates.

- Students generally felt that the orientation had helped them adjust to the feeedom they have in EBCE; the two activities they listed as most responsible for this were their visits to Resource Persons and their work with LCs.
- Students reported mixed feelings about their RP and RO visits during orientation. Students said RPs were by far more interesting and informative than ROs. (On a 7-point scale from "very boring" to "very interesting," all but three students rated RPs above the mid-point.) ROs received ratings evenly split above and below mid-point. No respondent rated ROs higher than RPs. Students reported there were not enough RPs in enough different categories to satisfy their needs and interests. About five students said they wished they had had more help in locating and using RPs during orientation.
- Most students (about 80%) were pleased with the help they had received from their LCs during orientation. They indicated this interaction (both in groups and individually) gave them whatever understanding they had of the program.
- Most students (about two-thirds) responded that the orientation was too long.
- Many asked for more help in understanding planning, requirements, credit, grades, program forms, use of resources, EBCE staff functions, and use of the EBCE library (75% asked for at least some help understanding at least one of these areas).

Staff Attitudes toward Orientation. Following orientation in September, a questionnaire was administered to 13 members of the Operations and Development staff. The respondents were asked to assign relative priorities to various FWS orientation activities.

Below are listed the 12 items which received ratings of "top priority" by 9 or more of the 13 respondents. Following each item is an index which indicates the ratio of experience-based to FWS-based activities. For example, the index (2/11) indicates that 2 respondents felt the process would best be accomplished through practical experience and 11 thought FWS-based activities would be a better means of accomplishing it.*

1. Student should learn information about the goals and objectives of the program. (0/13)

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*If the two numbers add up to more than 13, this means a respondent mentioned two methods for that item.

2. Students should learn information about graduation requirements. (1/13)
3. Students should be able to develop semester goals and plans. (1/12)
4. Students should be able to develop project plans including asking initial questions, seeking resources, and stating project goals and objectives. (7/10)
5. Students should learn about the kinds of resources available in this program and be able to locate and use them. (7/8)
6. Students should be able to ask the right kinds of questions when visiting RP. (6/9)
7. Students should know what participation in the program means and the sanctions for non-participation. (1/13)
8. Students should learn the purpose of forms in this program. (0/13)
9. Students should be able to plan and manage their time. (4/10)
10. Students should know the importance of long-range plans and know how to approach the problem of long-range planning. (2/12)
11. Students should be able to complete weekly schedules and weekly activity summaries. (2/12)
12. Students should know how their work will be evaluated and credit assigned. (3/11)

The questionnaire asked for methods of instruction that would most likely accomplish the orientation goals. The response showed that the staff felt interaction with the students at FWS is the most effective way to accomplish the teaching and learning.

Staff members feel the use of groups of ten students or fewer would be most important in achieving objectives. This method was mentioned twice as many times as individual counseling and experiences in the field. Lecture to groups larger than ten were mentioned only a few time. Of all possible priorities, small group workshops were mentioned two to one over individual counseling.

PLANNING FOR STUDENT ORIENTATION

FWS staff will rewrite orientation procedures to include those items deemed essential by most staff for orientation content (students did not take exception to any of these items), and will include a variety of teaching/learning methods for reaching a maximum number of students. More specific examples of role play, simulation, and other workshop activities will be incorporated.

FWS will prepare a staff development package for orientation to guide staff during orientation and to outline recommended methods of doing it. All orientation objectives will be reassessed in view of the 12 priorities mentioned on the previous page. The new orientation will begin with a series of fixed activities and will allow students then to work at their own speed to complete orientation objectives. Interested returning students will be invited to join the orientation as workshop leaders or assistants.

In summary, it is felt that information obtained during first semester orientation has provided a solid basis for preparing procedural guides that will achieve the prescribed objectives as well as high user acceptance.

SECTION 7: STUDENT USE AND STAFF PERCEPTION OF THE PROGRAM

DIFFERENTIAL USE OF RESOURCES

Some students use available resources more than other students, of course. An attempt is being made to find out whether or not this differential demand is related to demographic and other student characteristics. Knowledge of such relationships, if they exist, would be useful in planning, organizing, and scheduling EBCE resources.

Each FWS student was rated by each of the three Learning Coordinators as being a "heavy" or "light" user of (a) resources at FWS and (b) external, community-based resources. A score of 2 was used to denote heavy use, and a 1 to represent light use. A mean of the three LC ratings was computed and students were categorized as heavy users if their mean rating was above 1.5 and as light users if below 1.5.

Each student was also rated on the amount of staff time that he or she required. The Director of Operations and each of the three LCs estimated the average weekly amount of staff time required, and a mean standard score was computed for each student. Students were then categorized as "heavy" or "light" users of staff time, depending on whether their mean scores fell above or below the median.

Students were thus categorized as heavy or light users of (a) internal resources, (b) external resources, and (c) staff time. These three classifications were then used to analyze demographic data and Job-Related Attitudes (JRA). Scores from other instruments will also be used to analyze student use of staff and resources, prior to preparation of the final evaluation report.

Preliminary analysis suggests the general conclusions that follow:*

1. Students who make heavy use of internal resources also tend to make heavy use of external resources and of staff time. So, in general, heavy usage in any of the three categories implies the student is relatively active in the program.

2. Resource usage appears to be related to ethnic background. White students at FWS tend to be judged by staff as making heavier use of

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*They should be regarded as hypotheses to be tested more thoroughly.

resources and staff time than Black, Spanish-surname, or Asian-American students. If this relationship does in fact exist, it may be attributable to ethnic-related school experiences and attitudes or to rater biases. The issue will be investigated further.

3. Tenth-grade students tend to make relatively heavy use of internal resources and staff time. Twelfth-grade students tend to make relatively heavy use of external resources.

4. There is no indication from the preliminary analysis that resource usage is related to sex.

5. In the JRA, optional responses on each item were "strongly disagree," "disagree," "undecided," "agree," and "strongly agree." There is some evidence that students rated as heavy users of external resources tend to avoid "undecided" more frequently than light users. This may indicate that experiences at employer sites provide the student with relevant information and that he or she is using that information to form opinions about the economic sector. Also, among those who answer items with a response other than "undecided," there appears to be a relationship between whether the student agrees or disagrees with the item and whether he or she is a light or heavy user of external resources. For example, item 1 on the JRA, "It's very hard to change jobs within an organization," yielded the distribution of responses shown in Table 7-1.

TABLE 7-1

RESPONSE TO ITEM ON DIFFICULTY IN CHANGING JOBS

ITEM: It's very hard to change jobs within an organization

	Use of External Resources	
	Heavy	Light
"Strongly Agree" or "Agree"	2	9
"Strongly Disagree" or "Disagree"	18	9
Total	20	18

The data indicate that (a) light users are as likely to agree as to disagree, and (b) heavy users are much more likely to disagree. This suggests that student opinions on this item are altered by exposure to employer organizations. Other items on the JRA indicate similar patterns. Development of factor scores for the JRA, now underway, will provide a more reliable analysis of these hypotheses.

It should be kept in mind that only a cursory examination has been made of these data and the results reported here should be regarded as very tentative. They are reported because the relationships that may exist are potentially very important to future planning and operation of an EBCE program. A more detailed report of how different students make different use of the EBCE program is planned for completion this spring.

STAFF-PROGRAM QUESTIONNAIRE

The Position of the FWS Staff on Major Issues of Educational Philosophy

Some difficulties were encountered during the first semester in implementing various instructional and guidance procedures as designed (see Section 6, Program Development Data). Some discrepancies between what was intended and what actually occurred were unplanned. One possible explanation is that philosophic differences exist among key staff members and that these differences led to different interpretations of adopted procedures wherever the specifications were ambiguous or permitted more latitude than was intended.

In an effort to identify staff biases on issues of educational philosophy, a rating scale was constructed and administered to ten key members of the Far West EBCE staff. The intention was not to impose philosophic unity, but to identify the philosophy underlying the Far West model, including whatever diversity exists, and to make appropriate provisions for accommodating such diversity.

The rating scale was adapted from Neil Postman and Charles Weingartner.* The Postman-Weingartner position was selected because (a) it appears to be very compatible with the philosophic basis of EBCE as originally conceived by the U.S. Office of Education and as developed at the pilot sites, and (b) Postman and Weingartner have stated their position in sufficiently specific terms of school practice to permit the construction of a rating scale. According to Postman and Weingartner, all schools, by definition, perform certain essential functions, such as structuring students' time and activities, defining "achievement" and "good behavior," and supervising and controlling the young. Schools differ in the specific procedures and practices they adopt in carrying out these essential functions. It is at the level of procedures and practices--

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*Postman, N. and Weingartner, C. The School Book (New York: Delacorte Press, 1973).

"conventions" in the Postman-Weingartner terminology--that schools may be distinguished from one another and evaluated. They identify 31 specific conventions, having to do with such general factors as the variety of options open to students; freedom of student choice; utility and relevance of what is learned; commitment to and accountability for reaching prescribed goals; breadth of community participation; and rational, non-authoritarian relationships among the participants.

A 31-item rating scale was developed by adapting Postman and Weingartner's 31 conventions. In one version, called the "Ideal" scale, the respondents were asked to consider their personal view of an ideal EBCE program and to rate each item with respect to its desirability in that ideal version. A 7-point scale was used, where a rating of 7 means that the item is "essential" and a rating of 1 means that it is "totally unacceptable." Abbreviated versions of the items are shown in Table 7-2. The complete items are presented in Appendix A.

The scale was administered to ten members of the Far West EBCE staff who are most influential in shaping the Far West model. Seven respondents are members of the Design Control Committee (DCC) representing senior staff in program management, school operations, development, and evaluation. The other three respondents are LCs who are most directly involved in the implementation of the model at FWS.

Mean ratings for each item were computed for (a) the total group of ten raters (LCs and DCC combined), (b) the seven members of the DCC as a group, and (c) the three LCs as a group. Mean ratings for each of these three groups on each item are shown in Table 7-2. The ordering of the items is by mean rating for the total group of ten raters.

Results for ratings on the Ideal scale are summarized in Table 7-3. The mean of 6.36 for the ten raters indicates that the senior FWS staff is in strong agreement with the Postman-Weingartner position, the mean rating across all 31 items falling between "very desirable" and "essential." Further evidence of this agreement is that 49.4% of the 310 ratings (10 raters on 31 items) were "essential," the highest rating on the 7-point scale. Note that the raters were stating the opinion that the item is essential to an ideal EBCE program, not to education in general.

TABLE 7-2

MEAN RATINGS BY TWO GROUPS, SEPARATE AND COMBINED, FOR 31 ITEMS

ON A SCALE OF IDEAL EBCE AND A SCALE OF ACTUAL EBCE AT FAR WEST SCHOOL

Abbreviated Item*	Ideal Scale Mean Ratings			Actual Scale Mean Ratings		
	DCC +LC	DCC	LC	DCC +LC	DCC	LC
1. Question-asking, problem-solving, research valued more than memorizing, ventriloquizing.	7.00	7.00	7.00	6.15	6.07	6.33
2. Excellence judged broadly to include other skills as well as reading and math.	6.90	6.86	7.00	6.05	6.00	6.17
3. Latitude in choosing among optional activities.	6.80	6.86	6.67	6.50	6.71	6.00
4. Resources include people and problems outside school walls.	6.80	6.86	6.67	6.30	6.29	6.33
5. What is learned is valued rather than amount of time spent.	6.80	6.71	7.00	5.40	5.14	6.00
6. Responsibility to students' future has higher priority than to social institutions.	6.70	6.37	7.00	5.85	5.57	6.50
7. Collaborative rather than adversary relationships between teacher and student.	6.65	6.57	6.83	6.20	6.21	6.17
8. Variety of people in teaching role.	6.60	6.57	6.67	6.70	6.57	7.00
9. Reading ability only one way to express intellectual competence and interest.	6.55	6.50	6.67	6.25	6.21	6.33
10. Teachers function as coordinators or facilitators rather than as dictators.	6.55	6.43	6.83	5.50	5.14	6.33
11. "New" subjects, e.g., anthropology, cybernetics, urbanology, accepted.	6.50	6.43	6.67	6.40	6.14	7.00
12. Self-knowledge and feelings accepted as worthwhile, legitimate subjects of inquiry.	6.50	6.43	6.67	5.70	5.71	5.67
13. Concept of knowledge, attitudes, and skills oriented toward future.	6.50	6.36	6.83	4.95	4.29	6.50
14. Capitalize on teachers' strengths and help them with weaknesses.	6.50	6.43	6.67	4.65	4.21	5.67
15. Constructive, nonpunitive evaluation of teachers and administrators.	6.50	6.43	6.67	4.10	4.00	4.83
16. What is expected and how it will be judged, made clear to students.	6.50	6.43	6.67	4.05	3.86	4.50
17. Nonpunitive grading, no homogeneous grouping, minimum of labeling.	6.45	6.29	6.83	6.35	6.21	6.67
18. School is accountable for its performance to students and parents.	6.40	6.29	6.67	4.85	4.21	6.33
19. Daily sequences not arbitrary but related to what students are doing.	6.35	6.43	6.17	6.30	6.29	6.33
20. Students collaborate rather than compete.	6.30	6.00	7.00	6.05	6.07	6.00
21. Students may supervise themselves, have sense of control.	6.20	6.14	6.33	5.35	5.21	5.67
22. Brings together students of great diversity in background and ability.	6.10	5.71	7.00	6.40	6.29	6.67
23. Channels for parent grievances and community participation.	6.10	5.71	7.00	4.00	3.79	4.50
24. School small enough that supervision can be personal, human.	6.05	5.86	6.50	6.20	6.14	6.33
25. Students allowed to organize own time, decide how to use it.	6.00	6.14	5.67	5.95	6.21	5.33
26. Alternative programs, contrasting arrangements for learning offered.	5.90	5.71	6.33	5.60	5.29	6.33
27. Standardized tests not used, or only with extreme caution, skepticism.	5.90	6.14	5.33	4.30	4.07	4.83
28. Knowledge for use in daily life valued rather than "for knowledge's sake."	5.80	5.71	5.67	5.10	5.29	5.33
29. Aversive responses avoided, reinforcing ones applied.	5.80	5.71	6.00	4.65	4.57	4.83
30. School's activities are student, rather than mostly staff, activities.	5.70	6.43	4.00	5.40	5.50	5.17
31. Required activities justified on empirical or rational basis of relevance.	5.70	6.57	3.67	5.25	5.64	4.33

*See Appendix A-10 for full statement of items. All items adapted from Postman, N. and Weingartner, C. The School Book. New York: Delacorte, 1973

TABLE 7-3

IDEAL SCALE MEANS AND RANGES OF ITEM MEANS FOR TWO GROUPS OF RATERS AND FOR THE COMBINED GROUP

Rater	Mean for All Items	Range of Item Means
LCs (n = 3)	6.41	3.67 - 7.00
DCC (n = 7)	6.34	5.71 - 7.00
Combined Group (n = 10)	6.36	5.70 - 7.00

While the LCs tended to give higher ratings (mean = 6.41) than members of the DCC (mean = 6.34), the difference is not statistically significant. However, statistically significant differences were found among individual raters with respect to how strongly they favor the Postman-Weingartner position. Results for individual raters are shown in Table 7-4. Individual differences among raters within the combined group, the DCC, and LCs are all statistically significant.* These differences appear to have no practical importance,

TABLE 7-4

IDEAL SCALE MEANS AND STANDARD DEVIATIONS FOR INDIVIDUAL RATERS

Rater	Means for All Items	Standard Deviation
DCC: A	6.47	0.48
B	5.98	0.71
C	6.23	0.84
D	6.65	0.49
E	6.42	0.85
F	6.39	0.65
G	6.23	0.76
LCs: H	6.39	0.96
I	6.65	0.45
J	6.19	1.62

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*Respective values of F for the total group, DCC, and LCs are 3.36 ($p < .01$), 2.86 ($p < .05$), and 5.30 ($p < .01$).

however, in view of the concentration of individual ratings near the upper end of the scale; i.e., these differences occur, with very few exceptions, within a very restricted range of positive ratings.

It is possible that the scale items are simply "motherhood" statements, and that the scale is insensitive to important differences in staff attitudes. For example, it is doubtful that any rater would favor "adversary" over "collaborative" relationships between teachers and students (item 7 in Table 7-2 and item 20 in Appendix A). But raters could well differ in their beliefs about how directive and authoritarian a teacher should be in certain practical situations. The scale as presently constructed does not get at such differences in staff attitudes.

The results with the Ideal scale suggest the following conclusions:

1. Ten key members of the Far West EBCE staff are in close agreement in educational philosophy with the position represented by Postman and Weingartner.
2. There are individual differences among the ten key staff members in the extent to which they subscribe to the Postman-Weingartner position. These differences occur within a relatively narrow range of positive attitudes toward that position.
3. The Design Control Committee as a group is not significantly different in its position from that of the Learning Coordinators as a group.

The Educational Philosophy Underlying the Current Program at FWS

To examine staff perceptions of current practices at FWS, a second scale was adapted from the Postman-Weingartner conventions. This scale, called the "Actual" scale, contained exactly the same 31 items as those in the Ideal scale and was administered to the same ten raters. In the Actual scale the respondents were asked to rate each item on the extent to which it had been adopted and put into practice at FWS. A 7-point scale was used in which a 7 means "widely practiced" and a 1 means "not practiced at all."

Mean ratings for each item for the combined raters, the DCC, and the LCs are shown in Table 7-2. Group results are summarized in Table 7-5. The combined-group mean of 5.56 indicates that the ten raters perceive FWS as having adopted the Postman-Weingartner conventions fairly extensively. The mean rating across all 31 items is about midway between "practiced to some extent" and "widely practiced." A two-tailed test of the difference between the means for the LCs and DCC yielded a t of 3.149, which for 30 degrees of freedom is significant at the .01 level. This indicates that the LCs (who are closer to school operations) perceive more extensive adoption of the conventions than do the members of the DCC. A product-moment correlation coefficient of .60 was obtained between the LC and DCC ratings. This correlation, which for 30 degrees of freedom is significant at the .01 level, indicates significant and moderately strong agreement between the two groups in their perceptions of the relative extent of adoption of the 31 Postman-Weingartner conventions at FWS.

TABLE 7-5

ACTUAL SCALE MEANS AND RANGES OF ITEM MEANS
FOR TWO GROUPS OF RATERS AND FOR THE COMBINED GROUP

Rater	Mean for All Items	Range of Item Means
LCs (n = 3)	5.87	4.33 - 7.00
DCC (n = 7)	5.45	3.79 - 6.71
Combined Group (n = 10)	5.56	4.00 - 6.70

Significant differences were found among individual raters. Individual means and standard deviations are shown in Table 7-6. Individual differences among raters within the combined group, the DCC, and LCs are all statistically significant.* It can be seen from Table 7-6 that the difference in ratings between the two groups of raters is attributable principally to the low mean ratings of raters B and C and the high mean rating of rater I. It appears that differences among raters are of greater practical significance than differences between the two groups; i.e., individual perceptions are not strongly related to whether the rater is a "designer" or an "implementer."

An analysis of the correlation between the ratings on the Actual and Ideal scales yielded a product-moment coefficient of .34 (combined group ratings). For 30 degrees of freedom, this is significant at the .05 level, indicating a significant but quite modest correspondence between the relative importance or desirability of the items and the relative extent to which they have been adopted at FWS.

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*Respective values of F for the total group, DCC, and LCs are 6.33 ($p < .01$), 3.94 ($p < .01$), and 16.21 ($p < .01$).

TABLE 7-6

ACTUAL SCALE MEANS
AND STANDARD DEVIATIONS
FOR INDIVIDUAL RATERS

Rater	Mean for All Items	Standard Deviation
DCC: A	6.26	0.86
B	4.84	1.71
C	4.84	1.39
D	5.58	1.04
E	5.23	1.45
F	5.98	1.27
G	5.35	1.67
LCs: H	5.02	1.56
I	6.68	0.59
J	5.87	1.09

These results suggest the following conclusions:

1. Ten key staff members perceive FWS to have adopted the Postman-Weingartner conventions fairly extensively.

2. There are significant differences among individual staff members in their perceptions of practices at FWS.

3. LCs tend to see the adoption of the Postman-Weingartner conventions as more extensive than do members of the DCC. There is strong overlap between the groups, however, and differences among individual raters appear to be of more practical significance than between groups.

4. There is a low positive correlation between the relative degree of desirability of the conventions and the relative extent of their adoption at FWS as judged by the ten raters.

Differences Between DCC and LC Ratings. An item-by-item analysis was performed on the differences between the DCC and LC ratings on the Actual scale. A difference in group means on any item was considered significant if it was greater than twice the standard error of the difference. This test resulted in the identification of two items on which the two groups differed significantly. The full statement of one of those items is as follows:

> The school's concept of knowledge, attitudes, and skills is oriented toward the future. It has realistically assessed what students will need to know in years ahead and is making some serious attempts to help them learn those things.

For this item the mean DCC rating was 4.29, or slightly above "practiced to some extent." The mean LC rating was 6.50, or somewhat below "widely practiced." This difference of 2.21 is the largest difference between the two groups on any item.

The second largest difference occurred for the following item:

> The school is not afraid to be held accountable for its performance. The staff tries to make explicit to parents and students what it wishes to accomplish (and what it does not); how it intends to do this; and what kinds of evidence it will accept as a sign of success.

For this item the DCC mean was 4.21 and the LC mean was 6.33, a difference of 2.12.

It has been recommended to program management that these and other items may signal real problems that hinder implementation and stabilization of the model. The designers and implementers may have two distinctly different views of the actual procedures at FWS, or the differences may be definitional. For example, how do the two groups define "what students will need to know in years ahead," "serious attempts to help them learn those things," "to make explicit... what it wishes to accomplish...and what kinds of evidence it will accept?" Attempts should be made to achieve common understanding of key terms and establish commonly agreed-on objectives and standards for school operation. Results of the ratings can be used as a framework and point of departure for arriving at common definitions and agreements.

SECTION 8: SUMMARY OF MAJOR FINDINGS AT MID-YEAR

Data collected during the first half of the current school year suggest the following conclusions:

1. Six of the 61 students who enrolled in September left the program during the semester. Three of these returned to their regular high schools during the three-week orientation period.
2. Students' and parents' overall opinions of Far West School were almost unanimously positive. Both groups showed a clear preference for FWS over schools previously attended and, if given the decision again, would select FWS.
3. Volunteer adults who serve as learning resources expressed highly favorable opinions of the overall program. Almost all reported that they would recommend participation in the program to other adults.
4. The most commonly cited reasons given by students for their positive opinions of Far West School are opportunities for career exploration, freedom to pursue their interests, and freedom to direct their own time. Parents cited increased interest and motivation in learning, and greater personal independence and acceptance of responsibility.
5. On the basis of student, parent, and resource opinions, the principal need for change in the program is to provide more feedback from school staff to all three groups. The school's effectiveness in helping the student learn academic skills was also seen as weak, though positive, relative to other learning areas.
6. All major components of the instructional/guidance program were implemented during first semester, but with varying degrees of completeness and timeliness.
7. The major discrepancies between intended and actual implementation in the first quarter were in student diagnosis and orientation.

Lack of full and timely implementation of student orientation appears to have delayed and reduced the level of learning activity for many entering students.

8. There was wide variation among students in (a) average weekly time spent in learning activities, (b) number of external resources used, and (c) number of projects completed. The range in all three categories was from none or negligible to very extensive. The per-student averages for resource use and projects completed were somewhat below intended standards for the group as a whole. It is clear that six of the 55 students are performing below the minimum expected levels of program activity; possibly as many as ten others are below standard in some aspects of the program.

9. Students who had completed at least one prior semester at Far West School were generally more active, made greater use of external resources, completed more projects, and earned more credit than other students who were in their first semester at Far West School. This tends to support the observation that student orientation is an important phase and that many new students were handicapped by inadequate early orientation to EBCE.

10. In ranking the relative value of external resources, students expressed a clear preference for Resource Persons over Resource Organizations, citing the one-to-one relationship as the principal reason for the preference.

11. The mean number of public school credits earned by Far West students was 2.35, compared to a "standard" of 2.5, the average number per semester required in Oakland Public Schools for graduation with one's class.

Corrective action has been and continues to be taken where program deficiencies have been detected. Current emphasis is on increasing the level of student activity with employer-based resources through (a) revising procedures for preparing resources to shorten the lag time between recruitment of a resource and its availability to students, (b) revising and increasing the number of learning packages to improve their utility to Learning Coordinators and students in planning and carrying out projects, and (c) increased contacts between Learning Coordinators and resources to improve the planning of student activities and the monitoring and assessment of student progress.

APPENDICES

Student Opinion Survey

This survey is meant to give you an opportunity to express your opinions about the Career Education Program you have been participating in. Most of the questions are to be answered on a scale of numbers from ① to ⑤. The words at the top and bottom of each set of questions tell you what the numbers mean. A ① may mean something like "Definitely No"; if you feel very strongly that the answer to the question is NO, then you should circle the ①. A ⑤ may mean "Definitely Yes"; if you feel very strongly that the answer is YES, then you should circle the ⑤. The numbers in between (2,3,4) mean that your opinion is neither "Definitely No" nor "Definitely Yes", but somewhere between them. You should circle the number that is closest to your real opinion of what the question is asking about. Some scales have different words, but they always work the same. Read the words above and below the numbers so you know what the numbers mean. Read the questions carefully, and circle the number which is the closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this survey. The answers students give will be used to help determine how well the program is doing now and to improve it in the future. Remember to circle a number to answer each item. If you have any questions while you're completing the survey, just ask for assistance.

NAME FWS (N = 53)

DATE ______________

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

	Definitely No 1	2	3	4	Definitely Yes 5
1. Have you liked attending the Career Education Program?	1	0	2	17	33
2. If you had it to do over again, do you think you would decide to participate in the Career Education Program?	1	2	2	15	33
3. Have the activities available in the Career Education Program been interesting to you?	0	1	11	23	18
4. In the Career Education Program have you felt that you could progress at your own rate?	1	2	5	10	35
5. Have you seen much of a relationship between your activities in the learning center and the careers you have learned about?	1	1	19	20	12
6. Do you get enough feedback about how well you are doing in the program?	5	6	13	13	16
7. Have you had enough choice in deciding the amount of time you spend at employer sites?	1	1	7	17	27
8. Have you had enough choice in deciding the amount of time you spend in learning academic subjects?	4	3	6	21	19
9. Have you had enough choice in deciding what you do at employer/resource sites?	4	4	10	16	19
10. Have you had enough choice in selecting the types of employer/resource sites you visit?	0	5	3	15	30
11. Do most people receive much satisfaction from their work?	3	7	18	16	9
12. Do you think that if a person works hard enough, he can achieve anything?	1	4	6	15	27
	Definitely No				Definitely Yes

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

	Definitely No				Definitely Yes
	1	2	3	4	5
13. Do you think that the main reason a person works is to earn enough money to live?	9	10	10	13	11
14. In general, are you looking forward to working in a job?	3	1	7	12	18
15. Do you think you have much choice of occupations?	0	2	9	14	28
16. In general, were the employer/resource personnel involved in the Career Education Program aware of your needs and interests?	3	7	8	26	9
17. In general, at employer/resource sites did you get to actually do things, rather than just listen?	5	8	9	8	23
18. In general, have the employer/resource sites you've visited been interested in the Career Education Program?	0	2	14	19	18
19. In general, have you felt welcome at the employer/resource sites?	0	0	8	18	27
20. Do most of the employer/resource sites you have worked with let you know how you're progressing?	5	7	25	11	5
21. Through your experiences in the Career Education Program have you learned a lot about opportunities for the future?	1	2	8	23	19
22. Do you plan to get a high school diploma?	0	0	0	1	52
23. Would you say the Career Education Program has helped you form career plans?	0	3	7	16	27
24. Would you say you've learned a lot while attending the Career Education Program?	0	3	4	17	29
	Definitely No				Definitely Yes

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

	Poor				Excellent
	1	2	3	4	5
25. How well organized and coordinated do you think the Career Education Program has been?	0	7	20	23	3
26. How would you rate the general quality of the Career Education Program staff?	0	1	13	27	12
27. How would you rate the personal counseling available in the Career Education Program?	1	3	7	16	26
28. How would you rate the career counseling available in the Career Education Program?	2	3	11	25	12
29. How would you rate the general quality of the Career Education Program employer/resources you've worked with?	1	2	15	21	14
	Poor				Excellent

30. How important was each of the following factors in deciding to join the Career Education Program?

	Not at all Important				Extremely Important
	1	2	3	4	5
a. I wanted more freedom/independence	7	1	4	12	29
b. I wanted to choose my own learning style	2	2	4	8	37
c. I wanted to learn about careers	0	2	8	15	28
d. I didn't like my previous school	8	5	7	8	25
e. I wanted to prepare for a job	4	6	17	10	16
f. I was bored with school	3	4	10	9	27
g. I heard the Career Educaiton Program was easy	27	10	7	3	6
h. Other (specify) ________________	0	0	2	1	11
	Not at all Important				Extremely Important

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

PLEASE CIRCLE ONE NUMBER FOR EACH QUESTION

	Much Less		About the Same		Much More
	1	2	3	4	5
31. In comparison with regular schools, how much opportunity did the Career Education Program provide you for learning about occupations?	0	0	2	9	42
32. In comparison with regular schools, how much opportunity did the Career Education Program provide you for general learning?	3	7	7	21	15
33. In comparison with past experiences in regular schools, how motivated are you to learn in the Career Education Program?	1	2	4	15	31
	Much Less		About the Same		Much More

34. During this school year have you worked outside of home for money?

a. ☐ No	25
b. ☐ Yes, less than 10 hours a week	10
c. ☐ Yes, between 10 and 20 hours a week	11
d. ☐ Yes, between 20 and 30 hours a week	5
e. ☐ Yes, more than 30 hours a week	2

35. If you have an outside job, does it interfere with anything listed below?

a. ☐ I don't have an outside job	26
b. ☐ My job doesn't interfere with any other activities	20
c. ☐ It interferes with my school work	4
d. ☐ It interferes with my social life	2
e. ☐ It interferes with my extracurricular activities	0

36. What changes, if any, would you like to see in the Career Education Program?

(see text)

STUDENT OPINION QUESTIONNAIRE

Below are listed several areas of possible importance for a student to learn. Please rate each in terms of how important you feel it is for a student to learn, and how well you feel the program is accomplishing each. Circle the appropriate numbers.

	How important do you feel this learning is?						How effective do you feel the program has been in accomplishing this learning?					
	Not Important				Highly Important		Not Effective				Highly Effective	
Students learn to:	1	2	3	4	5	NR	1	2	3	4	5	NR
a. Perform specific occupational skills	0	3	13	22	12	4	3	0	17	19	10	5
b. Be punctual and organize their time	0	1	5	16	28	4	1	4	9	20	15	5
c. Assume responsibility for themselves	0	0	1	7	42	4	1	1	6	13	28	5
d. Make decisions and follow them	0	0	5	13	32	4	0	1	10	17	21	5
e. Communicate with others in a mature way	2	1	2	14	31	4	1	1	7	21	19	5
f. Be aware of more career opportunities	0	1	3	17	29	4	0	0	6	13	30	5
g. Work with others	0	0	13	17	20	4	0	1	10	20	18	5
h. Evaluate their own work	1	0	9	27	12	5	2	2	10	23	8	9
i. Perform basic academic skills	1	2	10	20	16	5	2	8	16	12	9	7
j. Think through and solve problems	0	0	3	16	31	4	1	2	10	19	17	5
k. Have a positive attitude toward work	0	0	3	18	26	5	2	5	10	17	14	6
l. Have a positive attitude toward self	0	1	1	12	35	5	1	2	13	15	18	5
m. Have a positive attitude toward learning	0	0	5	15	30	4	0	0	9	20	20	5
n. Prepare for further education	1	0	4	17	28	4	0	4	11	16	17	6
o. Improve interpersonal and social skills	0	3	6	15	26	4	1	2	7	22	16	6

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Experience-Based Career Education Program

(MODEL II INSTRUMENT 1/11/74)

parent opinion questionnaire

This questionnaire is meant to give you an opportunity to express your opinions about the Career Education Program your son or daughter has been participating in. Most of the questions are to be answered on a scale of numbers from (1) to (5) . The phrases at the top and bottom of each set of questions indicate what the scale means. A (1) may mean something like "Definitely No"; if you feel strongly that the answer to a question is "No", you should circle the (1). A (5) may mean "Definitely Yes"; if you feel strongly that the answer is "Yes", you should circle the (5). The numbers (2), (3), and (4) indicate an opinion somewhere in between "Definitely No" and "Definitely Yes". Some scales have different phrases, but they all work the same way.

Read the phrase above and below the numbers so you know what the scale means, then read each question, and circle the number which is closest to your opinion. There are no right or wrong answers; your thoughts and feelings are the important things in this questionnaire. The answers parents give will help determine how well the program is doing now and improve it in the future. Remember to circle a number for each item. Thank you for taking the time to fill out this questionnaire.

Your Name ______________________________

Name of Student ______________________________

Career Education Program

PARENT OPINION QUESTIONNAIRE

1. How well does the Career Education Program compare overall with the past school experiences of your daughter or son?

Much Worse				Much Better
1	2	3	4	5
0	0	8	10	16

2. If you had it to do over again, would you want your son or daughter to participate in the Career Education Program?

Definitely NO				Definitely YES
1	2	3	4	5
0	1	5	6	22

3. How well do you think your son or daughter likes the Career Education Program compared with past school experiences?

Much Worse				Much Better
1	2	3	4	5
0	0	2	3	29

4. What do you think are the greatest weaknesses of the Career Education Program?

See text

5. What do you think are the greatest strengths of the Career Education Program?

See text

6. Have you received enough information about your son or daughter's progress in the Career Education Program?

Definitely NO				Definitely YES
1	2	3	4	5
8	6	11	6	3

7. In comparison with regular schools how much opportunity did the Career Education Program provide your daughter or son for learning about occupations?

Much Less		About the Same		Much More
1	2	3	4	5
1	0	0	4	29

8. What effect, if any, has the Career Education Program had on helping your son or daughter form career plans?

Definitely Bad		No Effect		Definitely Good
1	2	3	4	5
0	0	5	16	13

9. In comparison with regular schools how much opportunity did the Career Education Program provide your daughter or son for general learning?

Much Less		About the Same		Much More
1	2	3	4	5
2	5	6	9	12

10. In comparison with past experiences in regular schools how motivated is your daughter or son to learn in the Career Education Program?

Much Less		About the Same		Much More
1	2	3	4	5
0	0	2	9	23

11. How would you rate the approaches to learning used in the Career Education Program?

Poor				Excellent
1	2	3	4	5
0	0	6	12	15

12. What positive changes have you noticed in your son or daughter that might be a result of participation in the Career Education Program?

See text

13. What negative changes have you noticed in your daughter or son that might be a result of participation in the Career Education Program?

See text

14. How often does your son or daughter talk to you about what's going on in the Career Education Program?

Almost Never				Almost Daily
1	2	3	4	5
2	2	9	8	13

15. About how often have you had any contact with any Career Education Program staff members?

Almost Never				Very Frequently
1	2	3	4	5
7	8	16	2	1

16. How many meetings have you attended during this school year where other parents of Career Education Students were present?

None	1	2	3	4 or More
16	14	3	1	0

17. How would you rate the general quality of the Career Education Program staff?

Poor				Excellent	
1	2	3	4	5	Omit
1	0	5	14	7	7

18. How would you rate business and community resources available in the Career Education Program?

Poor				Excellent	
1	2	3	4	5	Omit
0	1	2	17	9	5

19. How would you rate your overall relationship with the staff of the Career Education Program?

Poor				Excellent	
1	2	3	4	5	Omit
1	0	9	9	10	5

20. How would you rate the enthusiasm of the Career Education Program staff?

Poor				Excellent	
1	2	3	4	5	Omit
0	0	4	11	14	5

21. What do you think of the occupational plans of your daughter or son?

a. ☐ There aren't any firm plans yet. 20

b. ☐ The plans should be changed. 1

c. ☐ The plans seem to be good. 11

d. ☐ We haven't really had a chance to discuss the plans. 2

22. What do you think your son or daughter will be doing a year after high school? 22

a. ☐ Working 4

b. ☐ Attending some kind of college 23

c. ☐ Going to a business or trade school 2

d. ☐ Military 2

e. ☐ Other (please specify) ______ 1

Omit 2

PARENT OPINION QUESTIONNAIRE

23. Below are listed several areas of possible importance for a student to learn. Please rate each in terms of how important you feel it is for a student to learn, and how well you feel the program is accomplishing each.

	How Important Do You Feel This Learning Is?						How Effective Do You Feel the Project Has Been in Accomplishing This Learning?					
	Not Important				Highly Important		Not Effective				Highly Effective	
Students learn to:	1	2	3	4	5	NR	1	2	3	4	5	NR
a. Perform specific occupational skills	0	5	4	9	14	2	1	3	10	7	11	2
b. Be punctual and organize their time	0	0	0	5	28	1	3	1	7	10	12	1
c. Assume responsibility for themselves	0	0	0	1	33	0	0	0	2	14	18	0
d. Make decisions and follow through	0	0	0	1	33	0	0	1	7	12	14	0
e. Communicate with others in a mature way	0	0	0	6	28	0	0	1	4	13	16	0
f. Be aware of more career opportunities	0	1	1	13	19	0	0	0	6	8	20	0
g. Work with others	0	0	1	9	24	0	2	1	4	11	16	0
h. Evalute their own work	0	0	1	11	21	1	0	1	8	9	15	1
i. Perform basic academic skills	0	0	0	10	23	1	2	6	7	10	7	2
j. Think through and solve problems	0	0	0	4	30	0	0	2	7	10	15	0
k. Have a positive attitude toward work	0	0	0	6	28	0	0	0	2	14	18	0
l. Have a positive attitude toward self	0	0	0	3	30	1	0	0	2	14	18	0
m. Have a positive attitude toward learning	0	0	1	2	31	0	0	2	7	9	16	0
n. Prepare for further education	0	0	4	5	25	0	0	5	9	8	12	0
o. Improve interpersonal and social skills	0	0	5	10	19	0	0	1	7	15	11	0
p. Other (please specify)__________ __________________												

24. How did you first hear about the Career Education Program?

Son or daughter	10	Newspaper	4
High School counselor	3	Poster	2
Friend son/daughter	5	Television	3
Friend of parent	4	High School Publicity	4

25. What kind of students do you think benefit most from Career Education Programs?

See text

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(MODEL II INSTRUMENT 1/11/74)

Experience-Based Career Education Program

resource questionnaire

Name of respondent N = 36

Title of respondent ____________________

Name of company ____________________

Type of company ____________________

Address of company ____________________

____

Number of employees in the company ____________________

Number of employees at the experience site ____________________

Length of time respondent has been participating with the Experience-Based Career Education program (EBCE)

____

1. When the student is at your site, approximately how many hours do you typically spend with a student? (man hours per week)

   Number of hours ____________________

2. Which of the following supportive services do you (or others at your site) provide for the EBCE students? Check each appropriate category.

   (Numbers indicate how frequently checked)

	Orientation	Exploration	In-Depth Investigation
Career counseling	19	11	9
Personal counseling	10	9	7
Company orientation	23	11	8
Tutoring in an academic area	8	9	5

2. (continued)

	Orientation	Exploration	In-Depth Investigation
Evaluating individual students assignments	6	9	13
Assisting student in non-job related assignment	5	3	3
Training student to perform a specific job-related task in the community	12	9	14
Planning student assignments	11	12	8
Other (specify)	2	2	1

3. How do students spend their time at your company? Indicate the appropriate number of hours for each category.

	Orientation	Exploration	In-Depth Investigation
Observing site activities	22	12	5
Researching from site materials	4	12	5
Actively performing site activities	9	12	13
Actively interacting with me	16	13	13
Actively interacting with other site personnel	12	11	9
Individual study	3	9	6
Other (specify)	1	1	0

4. How did you become involved with the EBCE program? Check appropriate response(s).

26 EBCE personnel contacted me about the program.

7 A student talked to me about the program.

1 Another employer talked to me about the program.

7 Company personnel talked to me about the program.

4 Other (specify) ____________________

5. Why did you become involved with the program? ____________

6. Did the EBCE program staff provide you with enough information to help you direct student activities at your site? Yes 22 No 12 NR 2

If no, what information would have been helpful? ____________

7. Would you recommend to another person that he/she also become involved with EBCE? Yes 27 No 2 NR 7

Why? ____________

8. Describe the type of person you think should be involved with EBCE students.

____

9 To what extent has the EBCE program had an impact on the following items?

		How Much Impact				Value of Impact			
	NR	No Impact	Some Impact	Much Impact	Don't Know	Good Impact	Bad Impact	Don't Know	NR
a. Quality of work performed by regular employees	9	15	5	2	5	8	1	6	21
b. Amount of work performed by regular employees	9	14	10	0	3	8	1	5	22
c. Company hiring practices	12	19	2	0	3	2	0	5	29
d. Company training practices	13	12	8	1	2	6	0	2	28
e. List other possible impacts	36	0	0	0	0	0	0	0	

10. In general, do you think the Career Education Program students you have worked with are really interested in your site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).

Definitely No				Definitely Yes	
1	2	3	4	5	NR
3	4	8	7	10	4

11. In general, do you think the Career Education Program students you have worked with are really interested in the Career Education Program?

Definitely No				Definitely Yes	
1	2	3	4	5	NR
2	3	4	12	10	5

12. How have other employees reacted to (your) participation in the EBCE program? Check one.

13 Positive reaction
0 Negative reaction
7 Mixed reaction

4 No reaction
5 Not applicable
5 Don't know

2 NR

13. In what way (if any) have the regular employees benefited? Check appropriate response(s).

7 They haven't benefited

18 Increased their awareness of youth

2 Motivated the regular employees to further training

5 Reduced their work load

8 Increased interest in their own work

2 I don't know

3 Other (please specify) ____________________

14. Do you receive adequate feedback about what happens to the students after they leave your site? Circle appropriate number.

Never				Always	
1	2	3	4	5	NR
17	4	2	3	1	0

15. Do you receive adequate feedback about the effectiveness of your work with the students? Circle appropriate number.

Never				Always	
1	2	3	4	5	NR
14	6	2	3	3	8

16. How many times have you communicated with EBCE staff during this school year? Check as many as apply.

	Individual Meetings	Meetings	Telephone	Correspondence
Almost every day	0	0	0	0
Once or twice a week	1	0	4	1
Once or twice a month	7	5	11	6
Less than once a year	8	2	8	9
Never	5	5	4	3
NR	15	24	9	17

17. Below are listed several areas of possible importance for a student to learn. Please rate each in terms of how important you feel it is for a student to learn, and how well you feel the program is accomplishing each. Circle the appropriate numbers.

N=36

Students learn to:	How important do you feel this learning is?						How effective do you feel the program has been in accomplishing this learning?					
	Not Impor-tant 1	2	3	4	Highly Impor-tant 5	NR	Not Effec-tive 1	2	3	4	Highly Effec-tive 5	NR
a. Perform specific occupational skills	1	3	8	9	10	5	0	5	9	6	2	14
b. Be punctual and organize their time	0	0	8	12	20	4	3	3	5	7	2	16
c. Assume responsibility for themselves	0	0	2	4	24	6	1	3	4	7	6	15
d. Make decisions and follow them	0	0	3	10	18	5	1	4	5	7	4	14
e. Communicate with others in a mature way	0	1	4	2	23	6	3	1	5	8	5	14
f. Be aware of more career opportunities	0	0	8	8	15	5	2	1	3	10	6	14
g. Work with others	0	0	2	9	20	5	1	2	3	9	7	22
h. Evaluate their own work	0	0	7	6	18	5	1	3	6	3	4	19
i. Perform basic academic skills	1	0	8	11	10	6	0	1	11	5	1	18
j. Think through and solve problems	0	0	2	11	18	5	0	4	6	9	2	15
k. Have a positive attitude toward work	0	0	2	6	23	5	3	1	5	10	3	14
l. Have a positive attitude toward self	0	0	1	5	25	5	1	2	4	7	5	17
m. Have a positive attitude toward learning	0	0	0	6	25	31	2	2	2	8	6	16
n. Prepare for further education	1	0	7	8	15	5	2	2	4	5	6	17
o. Improve interpersonal and social skills	0	1	4	15	11	5	1	1	7	6	4	17

18. Do you plan to continue participating in the EBCE Program?

Yes 26 No 1 Don't Know 9 NR 0

Why: (See text)

19. What do you think are the greatest strengths of the Career Education Program?

(See text)

20. What do you think are the greatest weaknesses of the Career Education Program?

(See text)

21. What other comment or recommendations about the EBCE program would you like to make?

(See text)

END OF SEMESTER STUDENT INTERVIEW

Student's Name ______________________________ Date ______________

School __________________________ Interviewer __________________

Hello, ____________________. I'm ____________________. I would like to talk with you for the next 40 minutes or so about this semester in school and about your future plans. The purpose of all this is to evaluate school program, to find out how good or poor a job is being done. This is in no way an evaluation of you. In fact, what you tell me will be kept confidential--no information will be associated with your name. We want you to be open and frank about your experiences and opinions.

1. First, tell me a little about your school program this semester; what kind of program is it?

   [Probe: (If not a FWS student) college preparatory, vocational, general]

   College preparatory [ ] Major?
   Vocational [ ] Which?
   General [ ]
   FWS or EBCE [ ] [Skip to Question 3 if FWS student]

2. Which courses are you taking?

   [Skip to question 9]

3. Could you tell me the main ways your Experience-Based Career Education Program differs from the programs you can get in a regular high school?

   [Probe: Relative independence in student planning and actions.]

4. What would you say is the job of your Learning Coordinator? [Probe: What are his primary responsibilities; how does he differ from a teacher, a counselor in your previous school?]

5. About how many Resource Persons have you visited? [Probe: What learned; effective things done by RP]

   Do you feel you have benefitted from your experiences with the RPs ( ) yes ( ) no In what way? Why not? [Probe]

6. About how many Resource Organizations have you visited?

   Do you feel you have benefitted from your experiences with the ROs?
   ( ) yes ( ) No In what way? Why not?

7. About how many Community Resources have you visited?

Do you feel you have benefitted from your experiences with the CRs?
( ) yes ( ) no In what way? Why not?

8. How would you rank the three resources (RP, RO, CR) in terms of their value to you? First, ___; second, ___; third, ___.

Why do you rank them that way?

9. What are your plans for work or study after high school?

10. Do you think your school program this semester will be helpful in what you plan to do? ( ) yes ( ) no Why or why not?

11. Do you think your school program this semester will be helpful in deciding what you plan to do after leaving school? Why or why not?
( ) yes ( ) no

12. What important decisions about your future have you made during this semester? [Probe: About education, jobs, possible careers, other decision]

13. What have you done about finding out more about career possibilities for yourself during this semester? [Probe: Sources of information, people at school or away]

Let's talk about some of the so-called basic skills--reading, writing, and math. Let's start with writing.

14. How do you generally feel about your writing? [Probe: Expressing yourself or communicating in writing]

15. Do you feel differently about your writing now than you did at the start of this semester? [Probe: Importance of writing.]

16. How has your school helped you in your writing?

17. How do you generally feel about your reading? [Probe: Skills, interests, amount read.]

18. Do you feel differently about your reading now than you did at the start of this semester? [Probe: Importance of reading.]

19. How has your school helped you in your reading?

20. How do you generally feel about your math? [Probe: Skill, confidence]

21. Do you feel differently about your math now than you did at the start of this semester?

22. How has your school helped you in your math?

Let's talk about what changes you might have seen in yourself this semester as a result of your school experiences.

23. For example, do you feel you've learned to express yourself better, saying what you mean, in one-to-one or group situations? How did school help?

24. Do you feel you've learned more about getting along with people; about being more confident in meeting new people?

25. Do you feel you've learned more about yourself, about your ability to get things done, to work on your own, to take responsibility?

26. In connection with your school program, what adults do you normally come in contact with? (OPS-teachers, counselors, staff member; FWS Learning Coordinators, Resource Persons, FWS staff members.)

27. Do you feel that you have been treated as an adult in these contacts and relationships?

For instance, do you feel you can speak up? ( ) yes ( ) no

Do you feel that you are being listened to?

Do you feel that you can ask questions without being made to feel dumb or foolish?

Do you feel that you are expected to be responsible for your own actions and decisions?

Do you feel that you are not being talked down to?

28. What do you like best about your school? Why?

29. What do you like least about your school? Why?

30. What is your overall opinion of your school?

31. Have you learned anything in this program, or has anything worthwhile happened to you, that you feel would not have happened in the regular high schools?

32. What have you missed in the program that you might have learned or experienced in a regular high school?

33. If you had it to do over again, would you come here or stay in the regular high schools? Why?

34. Are you graduating this semester, in February? ( ) yes ( ) no

35. What would you say are the main problems you are facing now that you are getting of high school?

36. What do you expect to be doing in the next few weeks?

37. What do you expect to be doing one year from now?

38. The statements below are descriptive of various ways in which Far West School may or may not have assisted you. Please circle the appropriate number to show how you feel about each statement.

Helped prepare me for work.

Helped prepare me for college.

Helped be better understand myself.

Helped me decide what I want to do after high school.

Helped me to deal more effectively with others.

Helped me decide what I want to do to make a living.

39. What advice would you pass on to students now attending Far West School?

Parent/Guardian ____________________ Interviewer: ____________________

Student ____________________ Date ____________________

End-of-Semester Parent Interview

This is ____________________ calling for Far West School. May I speak to either ________________ or ________________?

I understand that your daughter/son (or name) is going to FWS this year. FWS has asked me to talk to the parents/guardians to find out (get a feel for) how (what kind of job) the school is doing. It is important for them to know how the parents feel about the school. I would like to ask you just a few questions about it.

1. First of all, how do you feel about the school?

____

____

____

____

2. Does your son/daughter talk to you much about it?
(About the school...about what he/she does...about what he/she has learned?)

____

____

____

____

3. Have you seen any changes in your son/daughter since she started to this school? (Get specific examples.) What were they?

____

____

____

____

. Working harder/less hard/about the same as in regular school?

____

More or less responsible?

____

More or less interested in school? ____________________

____

____

More or less confident of himself/herself? ____________________

____

____

More or less planning for his/her future? ____________________

____

____

4. How would you compare the program at this school with his/her program at regular schools? ____________________

____

____

____

5. Did you receive a questionnaire from FWS in the mail recently? Yes ____ No _____ If yes, do you have any questions about the purpose of the questionnaire? (It: is to get your opinion of FWS and its effect on your son/daughter; is NOT to judge his/her performance; will NOT get in his/her records; is very important to the program's future that it be filled out and sent in.)

____

____

If no, may we have your address?

____
____
____
____

Have you had any difficulty answering any of the questions on the form?

Yes ____ No ____

Which questions? ____

Do you feel you have enough information about the school to answer most or all the questions? ____

6. Would you like to receive more information about the school? We will send some (but please complete and return the questionnaire in the meantime).

____

End of Semester Resource Interview

RP ______________________________ INTERVIEWER ________________________

POSITION ______________________________ DATE ____________________

This is ________________________ calling for Far West School. May I speak to __________________________? Far West School has asked me to talk with some of the persons working with their students in order to find out how students and resource persons/organizations are working together. It is also important to know how _you_ feel about the school. May I ask you just a few questions about your involvement with students these past few months?

1. How many students have worked with you during this school year (since September, 1973)? ______________________________

   How much time do you ordinarily spend with a student? ______________
   ____

   What was your longest experience with a FWS student? ______________
   ____

2. Do you feel that your longest experience with a FWS student was worthwhile to you? __yes __no

   To the student? __yes __no

   Could you tell me what happened to make you feel that way? (Obtain as many critical incidences as you can.) (This is the heart of the interview!)

   ____
   ____
   ____
   ____

3. Have you noted any changes in students during the period of time they worked with you? ______________________________

In their self-confidence? ______________________________

____

In their ability to ask questions? ______________________________

____

In their ability to respond to questions/directions? ______________

____

In their ability to take initiative? ______________________________

____

In their reliability? ______________________________

____

4. Did you receive a questionnaire from FWS in the mail recently? __yes __no.

If yes, do you have any questions about the purpose of the questionnaire?

____

____

____

Have you had difficulty answering any of the questions? ___yes ___no

Which questions? ______________________________

____

Do you feel you have enough information about the school or enough contact with its students to answer most of the questions? ___yes ___no

Comments: ______________________________

____

____

____

____

If you have not received the questionnaire, it may be because FWS has an incorrect address for you. May I have your mailing address?

____

____

____

____

5. Is there anything you would like to tell me about the school (have me pass on to FWS staff) that we haven't covered?

____

____

____

____

____

A-7
1 of 2

NAME ______________________________ DATE ______________________________

SCHOOL Far West School GRADE ______________________________

ATTITUDES TOWARD TESTS

What is your opinion about the tests you take? Have you ever stopped to consider why you take them? Your responses to the following statements will show what you now believe about tests and testing. Your answers may show a relationship to your performance on the tests you take.

THERE ARE NO RIGHT OR WRONG ANSWERS. You either agree with the statement or you don't. Put an X in the answer space under AGREE or DISAGREE to show your present view of each statement.

N = 53

			AGREE	**DISAGREE**
1.	It is good to have tests to give us information about people.	1.	35	18
2.	I believe that schools give too many tests to students.	2.	38	15
3.	It is all right to ask questions about my future career plans on a test.	3.	44	9
4.	I feel upset when I cannot answer a test question.	4.	21	32
5.	I would have no objection to answering questions about my personal life on a test.	5.	15	38
6.	It is all right to take tests to help a person choose a career.	6.	43	10
7.	I like to answer test questions about my interests.	7.	36	17
8.	I believe it is possible to find out how much one has learned by taking an achievement test.	8.	24	29
9.	I feel scared when I know I am to take a test of any kind.	9.	12	41
10.	I believe it is possible to find out how bright I am by taking an intelligence test.	10.	13	40
11.	I am looking forward to a day when I never take any more tests.	11.	38	15
12.	I think it is a good practice to "guess" on a test question.	12.	19	34
13.	I believe there are "tricks" that will help you to score well on tests.	13.	21	32

GO RIGHT ON TO PAGE 2

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			AGREE	DISAGREE
14.	I get emotionally upset when I am told that I am to take tests.	14.	11	42
15.	I am not afraid when I am taking a test.	15.	36	17
16.	I enjoy taking a test when I have studied for the subject.	16.	34	19
17.	I do not want my parents to know how I do on tests.	17.	15	38
18.	I usually agree with the results of tests I have taken.	18.	23	30
19.	I believe that schools use tests properly most of the time.	19.	27	26
20.	Test questions make me feel like arguing about the right answer.	20.	36	17
21.	I believe test scores would be helpful for me in making a career choice.	21.	24	29
22.	There is considerable fear of taking tests among students I know.	22.	22	31
23.	I am not easily distracted when taking a test.	23.	25	28
24.	I feel angry when I forget the answer to a question I should know.	24.	39	14
25.	I believe that most people cheat on tests if they can get away with it.	25.	39	14
26.	I believe that people often lie about themselves when taking a personality test.	26.	31	22
27.	I am tired of taking so many tests.	27.	44	9
28.	It doesn't matter to anyone whether or not I answered these statements the way I really feel.	28.	13	40

NAME ____________________ DATE ____________________

SCHOOL ____________________ GRADE ____________________

Job-Related Attitudes

In this part your opinion is asked about some practices and attitudes in business and industry. Please indicate your present feeling concerning each statement. There are no right answers or preferred answers. To show your opinion, put an X in the box which best represents the amount of agreement (or disagreement) you feel as shown in the sample below:

Sample 0:	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
0. Most companies try to satisfy their customers fully and completely.	___	___	___	X	___

By marking an X in the box under "agree" you show that you believe that generally companies do this, but that your belief is not especially strong.

YOU MAY BEGIN

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. It's very hard to change jobs within an organization.	___	___	___	___	___
2. It's more important to be well liked than to be skilled at your work.	___	___	___	___	___
3. Businessmen are as honest as everyone else.	___	___	___	___	___
4. You must have "pull" to get a good job.	___	___	___	___	___
5. Most large business organizations are genuinely concerned about preserving our environment.	___	___	___	___	___
6. Most supervisors expect you to feed their egos.	___	___	___	___	___
7. The products or services may differ, but essentially all large organizations are the same.	___	___	___	___	___
8. Few employees are in it just for the money.	___	___	___	___	___
9. The most valuable employee is one who can make quick decisions.	___	___	___	___	___
10. Most companies have little concern for their customers.	___	___	___	___	___
11. Most people look for personal fulfillment in activities and experiences outside their jobs.	___	___	___	___	___
12. There is too big a gap between executive salaries and worker wages.	___	___	___	___	___
13. Most workers are not interested in contributing to the success of the company they work for.	___	___	___	___	___
14. Most people are reasonably happy in their work.	___	___	___	___	___

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
15. Businesses are too closely regulated by the government.	___	___	___	___	___
16. Corporations are too powerful for the good they do.	___	___	___	___	___
17. Big companies are better places to work than small ones.	___	___	___	___	___
18. It is the unions that get the workers more money and better conditions.	___	___	___	___	___
19. Most supervisors can tolerate criticism.	___	___	___	___	___
20. Playing favorites in promotions is all too common.	___	___	___	___	___
21. There is something in almost every job that you can like.	___	___	___	___	___
22. Some high-paying jobs are boring.	___	___	___	___	___
23. Most places of work have rigid codes of dress styles and personal appearance.	___	___	___	___	___
24. Anyone can run a business, if paid enough.	___	___	___	___	___
25. Most low-paying jobs are boring.	___	___	___	___	___
26. Unionized employers pay better than non-union employers.	___	___	___	___	___
27. Companies expect your complete loyalty no matter what they pay you.	___	___	___	___	___
28. Your ability to do the job is what counts in the business world.	___	___	___	___	___

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
29. Most supervisors are receptive to employee suggestions about how to do the job differently or better.	___	___	___	___	___
30. A person who has a job is usually thinking about a career in that field.	___	___	___	___	___
31. Most supervisors can do the employee's job better than the employee.	___	___	___	___	___
32. In general, workers are well paid for the work they do.	___	___	___	___	___
33. A small company usually has more efficient management than a large one.	___	___	___	___	___
34. Dress, hair style, etc. usually reveal an employee's values.	___	___	___	___	___
35. Companies want to provide their employees with good benefits and working conditions.	___	___	___	___	___
36. It's impossible to get a job if you haven't had previous experience in that area.	___	___	___	___	___
37. Most companies try to satisfy their customers fully and completely.	___	___	___	___	___
38. Ability to write effectively is important for success in most jobs.	___	___	___	___	___
39. First-line supervisors work harder than managers.	___	___	___	___	___
40. Competition among employees increases efficiency.	___	___	___	___	___
41. The business man will try to take advantage of you if he can.	___	___	___	___	___

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
42. Employees are paid more for jobs that require decisions that affect other workers.	___	___	___	___	___
43. It's not fair to dismiss an employee because he makes a bad decision about how to do a job-related task.	___	___	___	___	___
44. Being fired for poor job performance is a signal to change your career goal.	___	___	___	___	___
45. The most valuable employee is one who checks with his supervisor before making decisions.	___	___	___	___	___
46. On most jobs the employee is simply told what to do and is not expected to seek out information.	___	___	___	___	___
47. Corporations and large companies are good parts of our society.	___	___	___	___	___
48. Most people who decide to retire are disillusioned with work.	___	___	___	___	___
49. The best way to be rewarded for good performance is to quietly do your job as you are asked to, instead of making suggestions or pointing out problems.	___	___	___	___	___
50. Most organizations are more concerned with worker efficiency than with the personal needs of their employees.	___	___	___	___	___
51. Businesses are more concerned with making profit than with improving society.	___	___	___	___	___

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
52. Most workers feel that they are an important part of a company.	___	___	___	___	___
53. Small shops have better working conditions than large ones.	___	___	___	___	___
54. You lose your co-workers friendship when you become a foreman or supervisor.	___	___	___	___	___
55. Workers must depend on each other to get their jobs done.	___	___	___	___	___
56. Workers have to struggle for every added benefit.	___	___	___	___	___

NAME ____________________ SCHOOL ______________ GRADE____ DATE_____

ATTITUDES TOWARD LEARNING

An attitude is a feeling or emotion toward something. The following questions concern your attitudes toward going to school and learning things. In writing your answers to the first group of questions, tell why or give an example of what causes you to answer as you do. The second group of questions give you choices to select from. Please try to answer all questions.

Group 1

1. What are the things you are most interested in learning at this time?

2. Are you learning about the things that interest you in your present classes and activities?

3. How does your present school compare with others you've attended?

4. What school activities do students in your school particularly like?

5. What opportunities do you have in your present school to choose what you study?

6. What do you think is the biggest problem in your present school?

7. In what ways do you expect your high school education to benefit you in the future?

8. What is the best way to teach someone something?

9. If someone interested in your school progress suggested that you were not working as hard as you could (and it was true), what would you do?

Group 2

9. Below are some reasons for going to school. *To indicate your opinions, place a:*
"1" next to your most important reason
"2" next to your second most important reason
"3" next to your third most important reason (leave others blank)

_____ to learn more
_____ the law requires it
_____ to please my parents
_____ so I can get a job when I graduate
_____ so I can get into a college
_____ there's nothing better to do

10. Below are some reasons for liking school. *To indicate your opinions, place a:*

"1" next to what you like best
"2" next to what you like second best
"3" next to what you like third best (leave others blank)

_____ learning about things that interest me
_____ taking the courses I need for college
_____ learning things that will help me get a job
_____ making good friends
_____ meeting people who may have influence in helping my future
_____ participating in sports and athletics
_____ social life

11. Below are some reasons for school success. *To indicate your opinion, place a:*

"1" next to the first thing success depends on
"2" next to the second thing success depends on
"3" next to the third thing success depends on (leave others blank)

_____ how much the school staff likes you
_____ how much you actually learn
_____ how much effort you make
_____ how well you do on tests
_____ how much you take part in discussions

For questions 12-20 indicate your opinions by checking one answer only.

12. The program I am now taking is:

_____ good for both planning a career and for academic work
_____ good mainly for planning a career
_____ good mainly for academic work
_____ not much good for either
_____ don't have a program

13. The kind of person I learn the most from is one who:

_____ makes me plan my own work
_____ tells me just what to do
_____ helps me plan my work
_____ ignores my activities
_____ don't know

14. If students were paid to go to school, they would:

_____ go mostly for the money
_____ go for the learning anyway
_____ learn more than they do now
_____ not act any differently than they do now
_____ don't know

15. Working for grades is:

_____ important to me
_____ means nothing to me
_____ sometimes important to me and sometimes not
_____ is a necessary evil

16. Keeping on top of my school work is:

_____ very important to me
_____ somewhat important to me
_____ of minor importance to me
_____ means nothing to me

17. I think studying is:

_____ most always worthwhile
_____ most always a waste of time
_____ sometimes okay, sometimes not, depending on what the subject is
_____ no opinion

18. Reading books on my own is:

_____ something I enjoy doing regularly (more than 2 per month)
_____ something I do occasionally (1 every month)
_____ something I do rarely (1 a year)
_____ something I never do

19. School textbooks are usually:

_____ the best place to get information
_____ just one of the places to get information
_____ a poor place to get information
_____ no opinion

20. Sports and athletics in high school should be:

_____ required of everybody
_____ entirely voluntary
_____ eliminated
_____ no opinion

Your Name________________________

THE WAY IT IS*

On the following pages are listed 31 procedures or practices that may or may not have been adopted by Far West School. For each of the 31 items, you are asked to judge the extent to which the procedure has been adopted in the program as it actually operates now at Far West School.

You will use a 7-point scale for recording your rating on each item. The end-points and mid-point on the scale are defined as follows:

A "7" means that the procedure has been adopted and is now widely practiced at Far West School.

A "4" means that the procedure is somewhat in practice at Far West School but has not been completely adopted or widely practiced. A 4 is intended to be a neutral point midway between full adoption (7) and non-adoption (1).

A "1" means that the procedure has not been adopted and is never practiced at Far West School.

Place an "X" at the point on the line that most accurately reflects the extent to which the procedure is in practice at Far West School. It is not necessary for the X to be placed at one of the seven numbered points; it may be placed between points if you wish.

Also, for each item, you are asked to rate the amount of evidence on which you based your judgment. Check box A if you have substantial relevant information and are reasonably confident of your judgment. Check B if you have only a moderate amount of information, and are only somewhat confident. Check box C if you have no directly relevant information and your judgment is essentially your best guess.

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* "The Way It Is" is one of the Ideal/Actual School Characteristics Scales adapted from Postman and Weingartner, The School Book (New York: Delacorte Press, 1973). It consists of instructions and items for judging the extent to which school procedures suggested in the Postman-Weingartner book are practiced at FWS. The scale has also been used as a means for judging what characteristics the EBCE program ideally should have (see pages 9 and 10 of this Appendix).

THE WAY IT IS

1. Students' daily sequences are not arbitrary (45 minutes for this, 45 minutes for that, etc.) but are related to what the students are doing.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information   B. [ ] Moderate Information   C. [ ] Guesswork

2. Students do not merely serve time in required courses. The question is not, "Have you taken....?" but "Have you learned ....?"

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information   B. [ ] Moderate Information   C. [ ] Guesswork

3. Students are allowed to organize their own time -- i.e., decide how they will use it.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information   B. [ ] Moderate Information   C. [ ] Guesswork

4. Required student activities are not arbitrary (e.g., "We've always done that") or based on discredited claims (e.g., "The study of grammar strengthens the mind"), but are justified on some empirical or rational basis that required activities have relevance to the lives of the students.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information   B. [ ] Moderate Information   C. [ ] Guesswork

5. Students are not required to engage in the same activities, but are given considerable latitude in choosing among many options.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information   B. [ ] Moderate Information   C. [ ] Guesswork

The Way It Is

6. The school's activities are student activities rather than mostly staff activities, and students are required to do the heavy work, e.g., reading, writing, talking, and thinking.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] Substantial Information *B. [ ] Moderate Information* *C. [ ] Guesswork*

7. Activities are not confined to a single building but include the resources of the whole community. They put students in touch with real people and problems outside the school walls.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] Substantial Information *B. [ ] Moderate Information* *C. [ ] Guesswork*

8. The school values knowledge for use in daily life rather than knowledge "for knowledge 's sake." The school says that if you don't act as if you know something, then you don't know it.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] Substantial Information *B. [ ] Moderate Information* *C. [ ] Guesswork*

9. The school's activities bring together students of great diversity in background and ability.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] Substantial Information *B. [ ] Moderate Information* *C. [ ] Guesswork*

10. Question-asking, problem-solving, and research by students are valued more than memorization and ventriloquizing.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] Substantial Information *B. [ ] Moderate Information* *C. [ ] Guesswork*

The Way It Is

11. Reading ability is considered only one of several possible ways in which students can express intellectual competence and interest. Reading skill may be valuable, but so may be talking, film-making, audio-taping, photography, videotaping, and other communication skills.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

12. The school accepts as legitimate and worthwhile many of the "new" subjects invented during the past 75 years or so -- e.g., anthropology, sociology, cinematography, ecology, cybernetics, marine biology, urbanology.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

13. The school includes as part of its definition of worthwhile knowledge, self-knowledge -- that is, knowledge of what is going on inside one's skin. A student's feelings are not considered an intrusion upon his pursuit of knowledge, but a subject of inquiry themselves.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

14. Students are rewarded for acceptable behavior, rather than punished for unacceptable behavior. The school avoids aversive responses and applies reinforcing ones.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

15. There is a relatively nonpunitive grading system, no homogeneneous grouping, a minimum of labeling ("good student," "slow student," etc.). The school moves away from factorylike processing procedures and toward more humanistic, individualized judgments.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] *Substantial Information* **B. [ ] *Moderate Information*** **C. [ ] *Guesswork***

16. Priorities are broadly conceived, rather than narrowly hierarchical. For example, a student is not judged slow solely on the basis of reading and mathematical ability. The same student may be an excellent musician, actor, or group leader, and will receive formal recognition for these skills.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] *Substantial Information* **B. [ ] *Moderate Information*** **C. [ ] *Guesswork***

17. Students understand how they will be judged because it is made clear to them what they are expected to learn and how they are supposed to demonstrate competence. The school makes as explicit as possible what kinds of behaviors it wants.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] *Substantial Information* **B. [ ] *Moderate Information*** **C. [ ] *Guesswork***

18. Standardized tests are not used, or are used only with extreme caution and skepticism. Testing grows from what is taught, and what is taught grows from who is taught.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	*2*	*3*	*4*	*5*	*6*	*7*

A. [ ] *Substantial Information* **B. [ ] *Moderate Information*** **C. [ ] *Guesswork***

19. There are constructive, nonpunitive procedures for the evaluation of teachers and administrators.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	2	3	4	5	6	7

A. [ ] Substantial Information   *B. [ ] Moderate Information*   *C. [ ] Guesswork*

20. There are collaborative efforts between teacher and student, rather than adversary relationships.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	2	3	4	5	6	7

A. [ ] Substantial Information   *B. [ ] Moderate Information*   *C. [ ] Guesswork*

21. Students are given opportunities to supervise themselves, to give them a sense of control in the functioning of the school.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	2	3	4	5	6	7

A. [ ] Substantial Information   *B. [ ] Moderate Information*   *C. [ ] Guesswork*

22. The school is small enough so that supervision (and just about everything else) can be a personal -- i.e., human -- problem, not a logistics problem.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	2	3	4	5	6	7

A. [ ] Substantial Information   *B. [ ] Moderate Information*   *C. [ ] Guesswork*

23. Teachers forego their role as authority figures, view themselves as learners, and try to develop the idea of a learning community in which the teacher functions more as a coordinator or facilitator of activities than as a dictator.

Not practiced at all			*Practiced to some extent*			*Widely practiced*
1	2	3	4	5	6	7

A. [ ] Substantial Information   *B. [ ] Moderate Information*   *C. [ ] Guesswork*

24. A great variety of people are placed in the teaching role -- for example, paraprofessionals, interested laymen, and even students.

Not practiced at all	*Practiced to some extent*	*Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

25. The school is so organized that it can capitalize on what its teachers do best and know most about. Working in conjunction with other teachers, they use their strengths and receive help with their weaknesses.

Not practiced at all	*Practiced to some extent*	*Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

26. Students are not constantly placed in competitive roles with each other, but function instead in collaborative relationships. Something approaching a family feeling is achieved, in which each student is helped to grow in his/her own way, but not at the expense of someone else.

Not practiced at all	*Practiced to some extent*	*Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

27. There are established channels through which parents can express their grievances against the school and also participate in its functioning. The school moves away from bureaucratic paternalism and toward increased community participation.

Not practiced at all	*Practiced to some extent*	*Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

28. The school offers a variety of alternative programs to the many publics which comprise the community. It recognizes that there are several respectable but contrasting arrangements for learning, each of which is favored by some segment of the community. The school offers as many of these as feasible.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

29. The school is not afraid to be held accountable for its performance. The staff tries to make explicit to parents and students what it wishes to accomplish (and what it does not); how it intends to do this; and what kinds of evidence it will accept as a sign of success.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

30. The school's concept of knowledge, attitudes, and skills is oriented toward the future. It has realistically assessed what students will need to know in years ahead and is making some serious attempts to help them learn those things.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

31. The school interprets its responsibility to the future as a responsibility to its students first, and to other social institutions (e.g., college, business, the professions) only at a late and convenient hour. It is careful to avoid serving solely as a processing and certifying agency, but balances the future economic needs of its students with their emotional and social needs as fully functioning adults.

Not practiced at all — *Practiced to some extent* — *Widely practiced*

1 2 3 4 5 6 7

A. [ ] Substantial Information B. [ ] Moderate Information C. [ ] Guesswork

Your Name________________________

THE WAY IT OUGHT TO BE*

On the following pages are listed 31 procedures or practices that may or may not be desirable in EBCE. They are the same statements you used in the preceding scale to rate current practice at Far West School. Now you are asked to give your opinion of what EBCE should be like at its best. For each of the 31 items, indicate your own opinion of the degree of desirability or undesirability of the procedure or practice.

The end-points and mid-point of the 7-point scale are defined as follows:

A "7" means that the procedure is essential to your idea of what EBCE should be.

A "4" means that you are neutral regarding the procedure, i.e., it doesn't matter whether or not the procedure is incorporated in EBCE.

A "1" means that the procedure is totally unacceptable to your idea of what EBCE should be.

Place an "X" at the point on the line that most accurately reflects your opinion. It is not necessary for the X to be placed at one of the seven numbered points; it may be placed between the points if you wish.

Adapted from Postman and Weingartner, The School Book, Delacorte Press, 1973.

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*Only the instructions and first page of items are included here. The order of the remaining items in the scale is the same as in the preceding "Actual" scale.

THE WAY IT OUGHT TO BE

1. Students' daily sequences are not arbitrary (45 minutes for this, 45 minutes for that, etc.) but are related to what the students are doing.

Totally Unacceptable		Somewhat Undesirable		Somewhat Desirable		Essential
1	2	3	4	5	6	7
	Very Undesirable		Neutral		Very Desirable	

2. Students do not merely serve time in required courses. The question is not, "Have you taken....?" but "Have you learned ....?"

Totally Unacceptable		Somewhat Undesirable		Somewhat Desirable		Essential
1	2	3	4	5	6	7
	Very Undesirable		Neutral		Very Desirable	

3. Students are allowed to organize their own time -- i.e., decide how they will use it.

Totally Unacceptable		Somewhat Undesirable		Somewhat Desirable		Essential
1	2	3	4	5	6	7
	Very Undesirable		Neutral		Very Desirable	

4. Required student activities are not arbitrary (e.g., "We've always done that") or based on discredited claims (e.g., "The study of grammar strengthens the mind"), but are justified on some empirical or rational basis that required activities have relevance to the lives of the students.

Totally Unacceptable		Somewhat Undesirable		Somewhat Desirable		Essential
1	2	3	4	5	6	7
	Very Undesirable		Neutral		Very Desirable	

5. Students are not required to engage in the same activities, but are given considerable latitude in choosing among many options.

Totally Unacceptable		Somewhat Undesirable		Somewhat Desirable		Essential
1	2	3	4	5	6	7
	Very Undesirable		Neutral		Very Desirable	

COMPARISON OF FWS AND A CAREER EDUCATION PROGRAM IN AN OAKLAND PUBLIC HIGH SCHOOL

Item	Far West School -- EBCE Program	McClymonds High School -- Career Cluster Program
Purpose	To provide experiences and information to young people so that they will be able to plan for their future on the basis of knowledge about a range of career and educational possibilities, as well as knowledge of their own values, interests, and abilities. Each student works toward specific objectives in basic skills (reading, math, communication skills, fulfillment of graduation requirements for OPS), life skills (interpersonal interaction, decision-making, etc.), and career awareness skills. By the end of the senior year, the students will have developed a plan for the next step--entry into the job market and/or further schooling.	To provide students with career information, thus motivating them to the value of education; dropout prevention. Specifically: To assist students to become aware of careers available. To prepare them on a limited basis for entry-level positions and/or further training. Each class has a different objective: Grade 10: To provide the students with career data about six career clusters: health service, public/personal service, construction/maintenance, business, transportation/communication/utilities, and manufacturing/production. Grade 11: To provide students with modest, marketable occupational skill development in a chosen cluster area. To develop self-worth, self-awareness, knowledge of particular career areas, and related courses of study. Grade 12: To provide the students with guidance toward self-fulfillment in a chosen career, specifically: (1) attitudes related to occupational success, and (2) additional entry-level skills for positions or further education.
Number of Students	55 (15 sophomores, 14 juniors, 26 seniors)	100 (60 sophomores, 24 juniors, 16 seniors)
Selection	Students apply. Random selection is made according to the number that are to be accommodated.	Students apply according to interest in program. Random selection is made according to the number that can be accommodated in the classes. Senior class is closed.

Item	Far West School -- EBCE Program	McClymonds High School -- Career Cluster Program
Staff	Operations component (direct work with the students): 6 full-time--1 director, 3 learning coordinators, 1 curriculum specialist, 1 resource specialist. Development component (development of resources): 5 full-time--1 director, 2 resource developers, 2 curriculum specialists; one part-time.	Two full-time-- teacher coordinator, teacher. One part-time teacher.
Curriculum	Employer- and experience-based. Entirely flexible. Curriculum includes basic skills, life skills, and career awareness skills. The curriculum is based entirely on individual projects, accomplished mainly through work with resource persons in large and small employer organizations. This is supplemented by reading, work with the basic skills specialist, and no more than one course per semester in a high school or community college. The amount of time spent at each work site and the number and type of sites chosen depend on the objectives and the activities chosen to reach the objectives. Central to the model is the concept of "packages," a collection of goals, objectives, resources, and possible activities on which students can develop projects. However, projects can also be developed around interests or issues.	Grade 10: School-based. During time alloted for course, students spend two days per week in the classroom and three days per week in exploratory work experience at job sites. Through observation and field work, students (1) learn about work conditions and requirements related to 10 manpower projected careers in each of the six clusters, (2) obtain an overview of the field, (3) learn related vocabulary and terminology, and (4) gain specific information about careers. Grade 11: Students experience classwork with guest speakers, films, assignments, and field experience (no pay). Grade 12: The student engages in classwork and vocational work experience through a paid job at a work site of his or her occupational choice.
Instructional Methods	Independent study, work on projects with resource persons, individual interaction between the student and his learning coordinator, group workshops, and remedial tutoring by staff specialists.	Classwork, work experience, guest speakers, films, projects, and guidance from staff.

Item	Far West School -- EBCE Program	McClymonds High School -- Career Cluster Program
Resources	Resource persons, resource organizations, and community resources are developed by the development component staff. There are 12 ROs available to date, and approximately 100 RPs. This year some students have developed their own RPs.	There are approximately 15 companies that have supplied work sites, with varying numbers of work stations available within each. These are roughly comparable to the FWS ROs. The program provides continuity for each student through the three grade levels.
Program Planning	Completely individualized. Major responsibility is on the student to define long- and short-term plans, aided by the learning coordinators and the diagnostician. The projects are based on the student's interests, needs, and abilities. Individual conferences and group workshops and other sessions aid him in exploring alternatives and making decisions.	Directed by coordinator, staff, and administrator. They feel that exposing students to a wide number of careers is the best asset. Students determine what and how much they wish to learn at their field sites.
Percent of Students' Time in Program	Students spend 100% of their time in the EBCE program. A portion may be spent in a conventional high school or community college class if there is no other way to meet a given requirement.	The Career Cluster Program is an elective. It constitutes only a portion of the student's program in each grade. The remainder of the program consists of courses required for graduation.
Credits	As much as possible, credits are assigned through work on projects. Credit equivalents for projects and other work are determined to correspond to course work in required and elective courses. Credits lead toward graduation from a high school in the Oakland Public Schools.	Credit for classwork and work experience is given as a regular part of the high school curriculum. The program satisfies the requirements for electives.
Evaluation	Students are evaluated by staff and Resource persons on the extent to which they have met or reformulated objectives of their project plans. They must also demonstrate basic skills competences.	On-site evaluator. Staff evaluates student's work based on his reports, tests, and inputs from staff at work sites. Students evaluate teachers and program.

Item	Far West School -- EBCE Program	McClymonds High School -- Career Cluster Program
Provisions for Meeting Individual Needs	The entire program is based on the particular needs, interests, and abilities of the individual student. Continuous guidance is supplied through interaction with Learning Coordinator.	Limited individualization in the classroom, but continuous guidance is available.
Field Work	The entire curriculum is based on experience and projects developed in the field. At least 50% of the student's time each week is supposed to be spent with RPs or ROs. The scheduling and amount of time spent with any particular RO is variable, according to the program plan.	Students spend a specific amount of time at employer sites, observing various careers and engaging in work experience (see Curriculum above). The amount of time is determined by class time.
Knowledge About Careers and Skill Acquisition	Student learns about career areas he is interested in, mainly through the work with RPs and ROs, and also through reading. There is no preplanned set of careers he must learn about. Emphasis is on depth and on firsthand experience in a given job situation. He may or may not acquire a job-related skill. The career information is also integrated with larger issues and interests, such as those related to communication or political behavior.	Student systematically learns about 10 careers in six career clusters, then explores some of them through observation and work experience. Acquires job skills through the work experience in grades 11 and 12.
Career Decision-Making	Largely through individual program planning, supplemented by workshops and individual work on decision-making skills.	Structured through classwork and experience at the field sites. The program has done some extensive research on manpower needs to 1980, and this material is available to the students.

APPENDIX C

TABLE 1

HOW FWS DIFFERS FROM REGULAR HIGH SCHOOL

	FWS
Number	16*
	%
Can learn what I want on own schedule	31
Get practical/outside experience	50
Prepares you for outside world	19
Room for individuality	25
More freedom (unspecified)	12
Don't know or no answer (DK/NA)	6

*This is the FWS experimental group (C) only. See text for rationale.

TABLE 2

PERCEPTION OF THE LC AND HIS JOB

	FWS
Number	16
	%
Like a close friend/easy to talk to	44
Helps me find RPs/ROs/CRs	50
Advises me (unspecified)	31
Checks up on my activities	12
Helps me find out what I'm good at	6
Helps me with my schedule/plans	19
Makes sure I fill out forms right	6
Suggests/advises on projects	6

TABLE 3

BENEFITED FROM RESOURCE PERSONS?

	FWS
Number	16
	%
Yes	94
No	6
DK/NA	-
Reasons:	
Learned something/a lot	62
Helped me decide on career/future	12
Learned job skills	12
Was friendly/nice	6
Received a lot of personal attention	6

TABLE 4

BENEFITED FROM RESOURCE ORGANIZATIONS?

	FWS
Number	16
	%
Yes	56
No	31
DK/NA	14
Reasons:	
Learned something/a lot	19
Learned I wasn't interested in field	12
Helped me decide on career/future	6
Learned job skills	-*
Gave me ideas for project	12

*Indicates a response by FWS students not in the experimental group.

TABLE 5

BENEFITED FROM COMMUNITY RESOURCES?

	FWS
Number	16
	%
Yes	56
No	12
DK/NA	31
Reasons:	
Went to library/museum often	38
Learned something/a lot	-
Gave me ideas for project	6

TABLE 6

PERCEIVED VALUE OF RESOURCES

	FWS
Number	16
	%
Ranked First:	
Resource Person	75
Community Resource	12
Resource Organization	6
DK/NA	6
Reasons for Ranking:	
RP is ont-to-one relationship	44
Can learn more/learned a lot with RP	38
Learned a lot from RO	19
ROs bore me	6
No individual contact with ROs	6
Used CR often	12
Didn't go to any CRs	6

TABLE 7

ATTITUDES ABOUT SCHOOL

	FWS	Control
Number	16	14
	%	%
Overall positive attitude	75	29
Overall negative attitude	-	50
Both positive and negative attitudes	25	21
Liked Best About School:		
Opportunity to explore interests	12	-
Opportunity to make own schedule	44	7
Everyone gets along	37	14
Freedom/independence (unspecified)	25	-
Explore life outside/in community	6	-
Exploring jobs	6	-
Particular teacher/particular class	-	89
Liked Least About School:		
Filling out forms/too many forms	31	-
All tests/tests are worthless	19	-
Things take too long to get done	6	-
Poorly organized/should be better organized	19	-
Staff cut off from students/need more information	-	-
Students don't have enough say	-	-
Don't like it/the school is bad	-	36
Classes wanted are always filled	-	14
Didn't learn much	-	14

TABLE 8

PREFERENCE FOR FWS OR REGULAR HIGH SCHOOL

	FWS
Number	16
	%
Prefer Far West School	94
Prefer regular high school	6
DK/NA	0
What Regular School Activities Missed:	31
Sports/gym/athletics	31
Missed my friends	6
Foreign languages	6
Math	12
Electronics	0
Music	0
Nothing/haven't missed anything	56

TABLE 9

PLANS FOR AFTER HIGH SCHOOL

	FWS	Control
Number	16	14
	%	%
Plans Made:		
Go to college/junior college	81	64
Get a job/work	25	21
Travel	6	7
Start a business/own business	-	-
Have no plans	6	21
School program helpful in plans?		
YES	88	50
NO	-	43
DK/NA	12	7
How Program Helpful/Not Helpful:		
Given me direction in my future/what jobs interested in	38	-
Have learned things that will be helpful in future	25	46
Not relevant to what interested in/ plan to do	-	36

TABLE 10

DECISIONS ABOUT FUTURE MADE THIS SEMESTER

	FWS	Control
Number	16	14
	%	%
Made decisions	75	86
No important decisions made	25	14
Input to Decisions:		
Visit/talk with the people in fields of interest	52	7
Read book on interests	12	7
Advisor/LC helped me	19	21
No help on decisions	6	21

TABLE 11

ATTITUDES ABOUT BASIC SKILLS: WRITING

	FWS	Control
Number	16	14
	%	%
Positive attitudes	44	64
Negative attitudes	25	21
Both positive and negative attitudes	38	14
Comments:		
Can write well/fairly well	12	36
Like to write	31	29
Writing could be improved	12	-
Writing is important	19	-
People understand what I write	12	14
Writing has improved	6	-
Don't like to write	12	14
Change in Writing Skills:		
I've improved/do better	38	14
Do a lot/more writing now	19	7
Realize that it is more important	19	-
No change in my writing	38	86
How School Helped:		
Advisor/counselor helped	25	-
Doing reports/projects/term papers helped	6	17
Do more writing/made me write more	-	17
School hasn't helped me in writing	19	42

TABLE 12

ATTITUDES ABOUT BASIC SKILLS: READING

	FWS	Control
Number	16	14
	%	%
Positive attitudes	88	93
Negative attitudes	6	7
Both positive and negative attitudes	6	-
Comments:		
Like to read	62	43
Like all kinds of books	19	14
I read a lot	25	29
Like specific topics in reading	25	50
Understand what I read	6	-
My reading has improved	12	7
Change in Reading:		
I read more	12	-
My reading has improved	19	7
No change in my reading	44	71
How School Helped in Reading:		
Did lots of reading for projects	6	7
School got me to read more	6	7
School hasn't helped in reading	44	50

TABLE 13

ATTITUDES ABOUT BASIC SKILLS: MATH

	FWS	Control
Number	16	14
	%	%
Positive attitude	12	29
Negative attitude	44	43
Both positive and negative attitude	37	29
Comments:		
I haven't had math in a long time	25	14
Don't like math	31	43
I'm good at math	12	29
I like math	19	36
I do okay/get by on what I know	19	7
Change in Math:		
See that it is important	19	21
No change in my math	69	64
How School Helped in Math:		
Would help if I wanted/asked for it	-	-
School hasn't helped at all	38	57

TABLE 14

ATTITUDES ABOUT SELF: LEARNED TO EXPRESS SELF?

	FWS	Control
Number	16	14
	%	%
Yes	81	57
No	19	29
DK/NA	-	14
Comments:		
Able to express self better (unspecified)	31	14
Able to express self better in one-to-one basis	19	7
Able to express self in group	6	14
Overcame shyness/more self-confidence	25	21
Helps me do things on my own	-	-

TABLE 15

ATTITUDES ABOUT SELF: LEARNED TO GET ALONG WITH PEOPLE

	FWS	Control
Number	16	14
	%	%
Yes	75	57
No	25	36
DK/NA	-	7
Comments:		
LC/RP/PE helped	25	43
Increased my confidence	12	-
I can meet people more easily now	44	14
Get along/can deal with adults better	12	-
Get along with people now	6	7

TABLE 16

ATTITUDES ABOUT SELF: LEARNED MORE ABOUT SELF?

	FWS	Control
Number	16	14
	%	%
Yes	94	86
No	-	7
DK/NA	6	7
Comments:		
Had to do things on my own	69	25
Learned to become more responsible	38	33
School is run on self-motivation	-	-

TABLE 17

ATTITUDES ABOUT RELATIONSHIP WITH ADULTS: TREATED AS ADULT?

	FWS	Control
Number	16	14
	%	%
Yes	94	71
No	6	21
DK/NA	-	7
Comment:		
Sometimes they don't listen	19	14
Responsibility is shcool concept	6	-
My ideas/opinions are respected	-	-
I still feel uneasy asking questions, though it's encourgaged	6	-
No Comment	44	36

TABLE 18

ATTITUDES ABOUT RELATIONSHIP WITH ADULTS: SPECIFIC RELATIONSHIPS

		FWS	Contact
	Number	16	14
		%	%
A. Feel you can speak up?			
Yes		94	100
No			
	DK/NA	6	-
B. Feel you are being listened to?			
Yes		94	79
No		-	14
	DK/NA	6	7
C. Feel free to ask questions?			
Yes		94	79
No		-	14
	DK/NA	6	7
D. Feel you are expected to be responsible?			
Yes		94	93
No		6	7
E. Feel you are not being talked down to?			
Yes		94	71
No		-	21
	DK/NA	6	7

TABLE 19

INTERVIEWER JUDGMENTS OF STUDENTS

	FWS	Control
Number	16	14
	%	%
Judgment:		
Open	56	57
Reserved	44	43
Confident	50	29
Unsure	31	65
Good expressing self	56	36
Poor expressing self	19	14
Mature	56	50
Immature	25	14
Overal Interviewer Judgment:		
Clearly positive	56	29
Clearly negative	31	36
Both positive and negative	12	36

TABLE 20

PARENT INTERVIEWS:

FEELINGS ABOUT FAR WEST SCHOOL

	Parents
Number	26
	%
Positive feelings	65
Negative feelings	8
Both positive and negative feelings	27
Positive Comments:	
Excellent/wonderful/practical program	23
Student likes better than regular school	23
Good progress/great help for student	15
Pleased with what student is doing	15
Negative Comments:	
Not enough communication between FWS and parents	15
Not enough classrooms/academic subjects	8
Don't know what program is	8

TABLE 21

PARENT INTERVIEWS:

STUDENT AND PARENT DISCUSSION ABOUT FWS PROGRAM

	Parents
Number	26
	%
Student talks about program	69
Student does not talk about program	8
Occasional/not much talk about program	23
Comments on student/parent discussion:	
Talks about project/experiences in field	58
Student learning more	15
Student more interested in school	12
Student has good attitudes/feeling of worth	8

TABLE 22

PARENT INTERVIEWS: CHANGES OBSERVED IN STUDENT

	Parents
Number	26
	%
More interested in school now/more involved	85
Working harder now/concentrating	65
More responsible now	54
Has more confidence in self/more self-worth	50
More mature/adult/grown-up	42
Plans to go to college now	38
Still not sure/changes mind about future	31
Goes to school regularly now, never did before	19
Gets homework done now	19
Seems happier now	15
More motivated now	12
Reads a lot now	8

TABLE 23

PARENT INTERVIEWS: COMPARISON OF FAR WEST SCHOOL WITH REGULAR HIGH SCHOOL

	Parents
Number	26
	%
FWS much better all around	23
Student works more/talks more about the school work at FWS	19
Student has more freedom at FWS	15
Student has received individual attention at FWS	12
I don't know enoug about FWS to compare	12
FWS gives practical experience needed	8
FWS should have more classroom-type teaching	8

TABLE 24

RESOURCE PERSON INTERVIEWS: ATTITUDES ABOUT EXPERIENCE WITH STUDENT

	RPs
Number	28
	%
Experience worthwhile to you?	
Yes	71
No	25
DK/NA	4
Experience worthwhile to student?	
Yes	64
No	32
DK/NA	4
Positive Comments:	
Student learned a lot about my job/developed job skills	29
Student has been helpful	18
Student benefited from being here	18
Student was responsible/mature	7
Student showed interest in my job	7
We have benefited from student being here	7
Negative Comments:	
Student not interested in my job/what I had to say	14
Student didn't know what was expected of him	7
Student not consistent in showing up	7

TABLE 25

RESOURCE PERSON INTERVIEWS: OBSERVED CHANGE IN STUDENT ON JOB?

	RPs
Number	28
	%
Student growth in job knowledge/abilities	43
No change in student observed	28
DK/time too short to observe change	28

APPENDIX D-1
1 of 2

FAR WEST SCHOOL - STUDENT ACTIVITY REPORT

Week of (from)________ (to)________
Mo., Day Mo., Day

Student ______________________________

Learning Coordinator (Name)__________________________(Signature)______________________

CODING: S LC D

SECTION A

LEAVE BLANK	LEVEL			TYPE OF RESOURCE			NO. OF HOURS	PROJ. NO.	PKG. NO.	NAME OF RP, RO, CR
	O	E	I	RP	RO	CR				
				HOT LINE RP						

TOTAL HOURS: RP ______ RO ________ CR ________

NO. OF HOURS SPENT IN TRAVELING TO AND/OR FROM RESOURCE SITES _________

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FAR WEST SCHOOL - STUDENT ACTIVITY REPORT

D-1
2 of 2

SECTION B

Enter total number of hours **NOT** recorded in Section A spent in reading, researching, or preparing project products (e.g., report writing, recording, painting, etc.).

LEAVE BLANK	NO. OF HOURS	PROJ. NO.	PKG. NO.	ACTIVITY DESCRIPTION
		TOTAL HOURS		

SECTION C

LEAVE BLANK	NO.HRS. SPENT	FAR WEST SCHOOL CENTER ACTIVITIES
		Individual Meetings with Learning Coordinator
		Advisory Group Sessions
		Rap & Other Sessions 1.
		(Specify) 2.
		3.
		Testing
		Workshops (Specify) 1.
		2.
		Tutoring for Yourself 1.
		(Tutor's Name/Subject) 2.
		Tutoring Others
		TOTAL HOURS

SECTION D

LEAVE BLANK	NO.HRS. SPENT	"OTHER" ACTIVITIES
		High School Course or Class
		College Course or Class
		Physical Education Activities
		TOTAL HOURS

FWL-EBCE(JE,SC)10/26/73

RESOURCE ORGANIZATION OBSERVATION SCHEDULE--INSTRUCTIONS FOR USE

1. There are two record units on each page. (A sample record appears as page 2).
   (a) Start a new record unit each 15 minutes for events of more than 15 minutes.
   (b) Start a new record unit for each event for events of less than 15 minutes.

2. For each page record this information:
   (a) RO name.
   (b) Level (orientation, exploration, in-depth).
   (c) Observer's name.
   (d) Date.
   (e) Number of students attending.

3. Start each record unit by recording:
   (a) Record unit number: Assign consecutive numbers to each unit.
   (b) Time beginning this record unit.
   (c) Event code. (See page 3) Use only one code for each record unit.
   (d) RO Leader's name for this event.

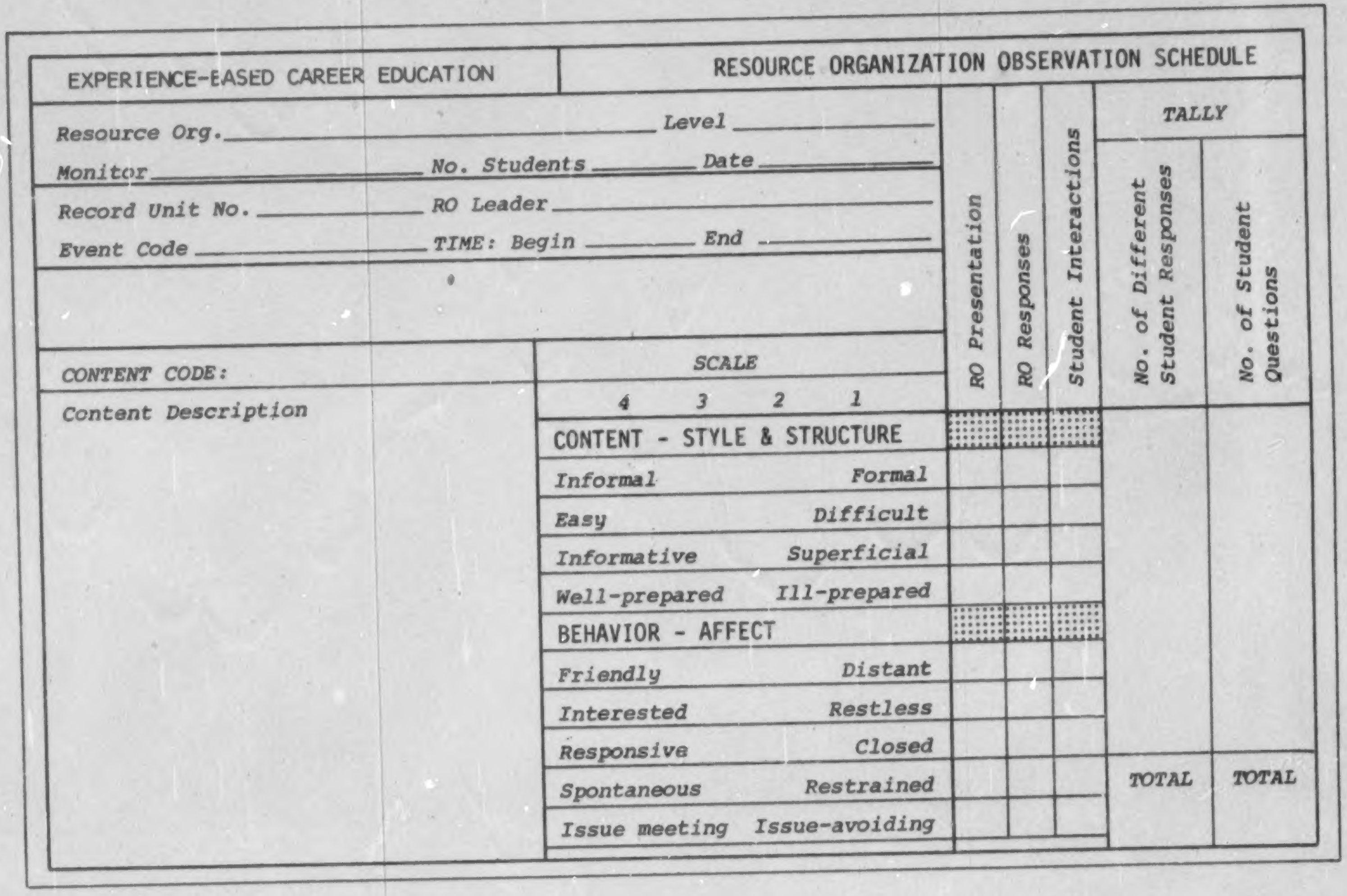
4. During the 15 minutes:
   (a) List each content code in the space provided as you see it occur.
   (b) Note briefly what occurs during the presentation in space marked "content description."
   (c) Keep a tally of all student questions in space provided on right of sheet.
   (d) Keep a tally of the number of different students interacting with the RO, (questions, volunteering information, participating in a demonstration) or interacting with students about material.

5. After ending the record unit:
   Complete the ratings for Content and Behavior-Affect for the three indicated columns. There are four word-pairs for Content and five for Behavior-Affect. See list of definitions of work-pairs and list of definitions of person columns on pages 3 and 4.

   All ratings are on a scale of 1-4 with "4" representing the highest level of the left hand word of the pair, and "1" representing the highest level of the right hand word. "2" and "3" indicate more moderate levels. There is no neutral level. Where a word pair does not apply in the situation, place a dash (-) in that box.

6. To complete the record unit:
   (a) Enter time this unit was completed.
   (b) Total number of student questions and record.
   (c) Total number of students responding during this unit and record.

7. While completing the record unit, begin to record information on the next unit in order to provide continuous coverage of the RO activities.



EXPERIENCE-EASED CAREER EDUCATION

RESOURCE ORGANIZATION OBSERVATION SCHEDULE

Resource Org. ______________________ Level ____________
Monitor ____________ No. Students ______ Date ____________
Record Unit No. ________ RO Leader ____________________
Event Code ___________ TIME: Begin ______ End ____________

CONTENT CODE:

Content Description

SCALE 4 3 2 1		RO Presentation	RO Responses	Student Interactions
CONTENT - STYLE & STRUCTURE		▨	▨	▨
Informal	Formal			
Easy	Difficult			
Informative	Superficial			
Well-prepared	Ill-prepared			
BEHAVIOR - AFFECT		▨	▨	▨
Friendly	Distant			
Interested	Restless			
Responsive	Closed			
Spontaneous	Restrained			
Issue meeting	Issue-avoiding			

TALLY	
No. of Different Student Responses	No. of Student Questions
TOTAL	TOTAL

Fig. . SAMPLE OF RESOURCE ORGANIZATION OBSERVATION SCHEDULE

LIST OF CODES TO BE USED WITH MONITOR'S DATA COLLECTION GUIDES

1. Event Code

1 = film
2 = slides
3 = lecture
4 = discussion
5 = question and answer period
6 = vehicular tour
7 = walking tour
8 = demonstration

2. Content Code

A = Background of organization, History, Future.
B = Present organization structure and products.
C = Business principles and attitudes; social issues, unions.
D = Career information in general. Job descriptions in general.
E = Specific job descriptions, routines, training, personnel policies for this organization.
F = Physical layout/plant.
G = Definition of terms.
H = General - Other topics.

DESCRIPTION OF PERSON CATEGORIES

The person dimension of the rating scale is divided into three categories, and each heads a column in the matrix.

RO Presentation. The first column is used for rating the presentation of the event. If more than one person is involved, the rating consists of a combined assessment of the ROs activities. The content of the event is rated first, followed by ratings of the behavior-affect of the RO. This column should always be completed when material is being presented to the students.

Responses. The second and third columns call for ratings of RO responses and student interactions with the RO. The rater determines whether there were, in fact, any such responses or interactions. If there were none, he places dashes in these columns. If there were student interactions (in the form of questions, conversation with the RO, etc.) the rater completes column three. Ratings in this column represent the combined assessment of those students who did interact with the RO. Column two alone is used to rate the ROs answers to the students, conversations with students, and other non-planned interaction.

If the event consists of a question and answer period or a student-RO discussion, column one should be left blank and columns two and three used.

DEFINITIONS OF WORD-PAIRS: CONTENT

Informal/formal--related to the term "friendly/distant" in the behavior-affect section. Formal content is more organized and presented according to previous planning. Informal content is more flexible, allows for easier exchange of views, and permits introduction of new materials.

Easy/difficult--related to the appropriateness of material to students. Easy material presents no problems in understanding; difficult material is too hard for students to comprehend.

Informative/superficial--covers a subject in sufficient depth to be an educational as opposed to a cursory treatment of the subject.

Well/ill prepared--the level of pre-planning by the person presenting material, whether RO or student.

DEFINITIONS OF WORD PAIRS: BEHAVIOR-AFFECT

Friendly/distant--related to "formal/informal" in Content section. Friendly behavior is considered to be warm behavior that creates an impression of closeness to others. Distant behavior is cool and will create an impression of aloofness.

Interested/restless--concentration on the subject at hand as opposed to lack of concentration. It measures enthusiasm as opposed to lack of it.

Responsive/closed--considers others' interests, concerns, questions, etc., as opposed to following a pre-set structure at any cost.

Spontaneous/restrained--spontaneous behavior is that which shows interaction between students and RO personnel in the form of questions, conversation, and other behavior. Restrained behavior shows an attitude of unwillingness to talk with, ask questions, or give answers to others.

Issue meeting/avoiding--a rating of the extent to which the material presented directly handles differences in opinions and ideas and the extent to which it is open to new ideas as opposed to dogmatic material presented from pre-set ideas.